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ABSTRACT

The potential effects of California State University's (CSU) 1988 freshman admission requirements are evaluated in a CSU's report and in commentary on the report by the California Postsecondary Education Commission. Attention is directed to eight concerns expressed by the California Legislature regarding the potential impact of the new course requirements. CSU's report responds to each of the eight items. The Commission's commentary quotes the legislative concern, summarizes CSU's response, and offers the Commission's conclusions about the response. Despite CSU's effort to assure wide access to students in the top one-third of the high school graduating class, the Commission has questions about both the availability of high school courses and the course-taking patterns of students. The Commission recommends: clarifying the role of course requirements in determining student eligibility, and structuring future reviews of the impact of the requirements in order to minimize their constraints on access. CSU's report includes a list of 447 public schools having 25% or more minority enrollment, grouped by CSU campus service area. (SW)

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COMMENTS ON THE REPORT OF THE CALIFORNIA STATE UNIVERSITY REGARDING THE POTENTIAL EFFECTS OF ITS 1988 COURSE REQUIREMENTS

HE 020 623

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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Summary

Assembly Concurrent Resolution 158 directed the Commission to respond to 1986 Supplemental Language that required the State University to prepare a report on the potential effects of its 1988 freshman admission requirements and submit that report to the Commission by February 1, 1987. The Supplemental Language also required the Commission to transmit its comments on the report to the Legislature within 30 days of receiving the report.

This item includes the Commission's comments and the two State University reports that the Commission transmitted to the Legislature on March 2 to meet the legislative deadline.

As the comments indicate, the Commission continues to have a number of concerns about the potential effects on access of the 1988 requirements, despite the considerable effort of the State University to assure wide access to students in the top one-third of the high school graduating class. These concerns involve both the availability of high school courses and the course-taking patterns of these students.

Pages 9 and 10 contain a set of conclusions and five recommendations that seek to (1) obtain additional information from the State University, (2) clarify the role of course requirements in determining student eligibility, and (3) structure future reviews of the impact of the requirements in order to minimize their constraints on access.

The Commission adopted this report at its March 16, 1987, meeting on the advice of its Policy Evaluation Committee. Additional copies of the report may be obtained from the Publications Office of the Commission. Further information about the report may be obtained from Jeanne Suhr Ludwig of the Commission staff at (916) 324-4991.

COMMENTS ON THE REPORT OF THE CALIFORNIA STATE UNIVERSITY ON THE POTENTIAL EFFECTS OF ITS 1988 COURSE REQUIREMENTS

A Report to the Legislature
in Response to Assembly Concurrent Resolution 158
(Chapter 165 of the Statutes of 1986)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985

COMMISSION REPORT 87-15
PUBLISHED MARCH 1987

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Letter from John M. Smart to William H. Pickens, January 29, 1987, accompanying the California State University's "Report Prepared in Response to Assembly Concurrent Resolution 158 (Resolution Chapter 165, September 15, 1986)."

Letter from Charles W. Lindahl to William H. Pickens, February 23, 1987, with attachments.

Comments on the Report of the California State University on the Potential Effects of Its 1988 Course Requirements

THROUGH Assembly Concurrent Resolution 158 (Chapter 165 of the Statutes of 1986) the Legislature directed the California State University to respond to 1986 Budget Act Supplemental Language instructing it to submit a report on the potential effects of its 1988 admission requirements report to the California Postsecondary Education Commission by February 1, 1987. The Supplemental Language also directed the staff of the Postsecondary Education Commission to transmit the report along with its own comments to the Legislature within 30 days of receiving the report.

This document consists of the Commission staff's comment. It begins with an explanation of the State University's 1988 admission requirements and then comments on the State University's report item by item in terms of the eight concerns expressed by the Legislature in its Supplemental Language. The Supplemental Language is reproduced on pages 1 and 2 of the State University's report, which accompanies these comments.

Changes in State University freshman admission requirements

Between 1965 and 1984, the California State University did not include any specific course requirements in its admission requirements for first-time freshmen. Instead, high school graduates qualified for admission on the basis of their cumulative grade-point average in tenth, eleventh, and twelfth grades, excluding courses in military science and physical education, and, if necessary, their scores on either the Scholastic Aptitude Test or the American College Test. Students whose grade-point average was higher than 3.2 were eligible for admission regardless of their test score, but students with grade point averages between 2.0 and 3.2 were required to submit test scores to be used with their grade-point average to compute their "eligibility index" score. At that time, students needed a minimum index score of 3074 on that index to be eligible for admission.

In 1984, the State University implemented a new admission policy that required freshmen to also complete four years of college preparatory English and two years of college preparatory mathematics in high school, prior to enrolling. It phased in these course requirements by waiving two of the required six courses in 1984 and one of the six in 1985.

In March 1985, the Postsecondary Education Commission published the results of its 1983 High School Eligibility Study, which showed that only 29.2 percent of the State's public high school graduates in 1983 had been eligible for admission to the State University using its eligibility index instead of 33.3 percent recommended in the Master Plan. The State University thus modified the minimum grade-point average acceptable without test scores to 3.11 and its minimum qualifying eligibility index score to 2994.

In November 1985, the State University adopted a new admission policy that expands the course requirements to a comprehensive pattern of 15 courses Fall 1988 freshmen. This set of course requirements is very similar to the "a-f" sequence of courses required for freshman admission to the University of California, as shown in Display 1 on page 2.

The State University plans to phase in these requirements by using a new admission classification of "conditional admission" that it first employed this past fall by admitting "conditionally" applicants eligible by the index who had only completed five of the required six courses in English and mathematics. While students' basic eligibility for admission will still be determined by their grade-point average and test score (if needed to determine their eligibility index score), their admission status will depend on the number of required courses they have completed, as shown in Display 2.

Comments on the State University's Report

The eight items of information requested by the Legislature on the potential impact of the new course requirements falls into two categories: (1) the availability of the required high school courses (three items), and (2) effects on student eligibility and enrollment

DISPLAY 1 *Freshman Course Requirements for First-Time Freshman Admission to the California State University, Fall 1988 and the University of California, Fall 1986*

Subject	The California State University	University of California
History	1 year	1 year
English	4 years	4 years
Mathematics	3 years	3 years
Laboratory Sciences	1 year	1 year
Foreign Language	2 years	2 years
Visual and Performing Arts	1 year	may be elective
Approved Electives	3 years	4 years

Source: The California State University: Trustees' Agenda Item 1, Committee on Educational Policy, November 12-13, 1985, pp. 1-2. University of California: *Introducing the University of California: Information for Prospective Students, 1986-87*, Berkeley: Office of the President, 1985, pp. 12-13.

DISPLAY 2 California State University 1988 Freshman Admission Categories by Eligibility Status

Eligibility Status	Completed All 15 Required Courses	Completed at Least 10 of the 15	Completed Less Than 10 of the 15
Top One-Third	Regular Unconditional	Regular Conditional	Special Action Conditional
Not Top One-Third	Special Action Unconditional	Special Action Conditional	Special Action Conditional

Source: California State University, Trustees' Agenda Item 2, Committee on Educational Policy, May 20-21, 1986, Attachment A, p. 2.

data (five items). The State University's report, which is attached to these comments, responds to each of these eight item in turn. The following sections adopt this same approach by first quoting the legislative concern, then summarizing the State University's response, and finally offering the staff's conclusions about the response.

Availability of high school courses

Legislative Concern 1: Whether high school courses were available that meet the State University's course requirements, including arts courses not currently reported by the State Department of Education.

State University Response: The State University decided to respond to this question by having their campuses survey the schools in their service area that had 25 percent or more non-white students. These 447 schools constitute more than half of the 821 public comprehensive high schools in California. Some campuses decided to survey all schools in their service area, and thus responses were available for 685 schools. Following that survey, staff in the Office of the Chancellor has decided to survey the remaining 136 high schools and hopes to have a complete set of responses for all comprehensive public high schools by March 20, 1987.

Of the 685 schools responding to the questionnaire (which is reproduced as Display 3 on page 4), 93 percent indicated that they were able to offer the full complement of courses, while 7 percent, or 48 schools, reported some difficulty in doing so.

Commission Staff Comments: Because the State University's original survey excluded several types of schools -- small and rural, although predominantly white -- that were likely to report difficulty in offering

DISPLAY 3 California State University Survey Instrument

THE CALIFORNIA STATE UNIVERSITY
October 1986

Dear Principal:

You are undoubtedly aware that the California State University has established new college preparatory course requirements for freshmen effective fall 1988 (see May 1986 CSU School and College Review for phase in provisions).

4 years of English (presently required)
3 years of mathematics (2 years presently required)
1 year of U.S. History or U.S. History and government
1 year of laboratory science
2 years of foreign language *
1 year in the visual and performing arts
3 years of approved electives

* Students with competency in a language other than English may qualify for an exemption. (See September 1986 CSU Review.)

To develop a better understanding of your school's situation and determine whether the CSU can provide assistance as you deal with shifts in course demands, we request your assistance in providing information about any difficulties you and your staff may be experiencing in providing the required courses.

If your school is having problems offering the required courses, please list the problem courses and indicate the nature of any assistance the CSU might be able to provide. Please read carefully the definition of college preparatory visual and performing arts courses for CSU admission purposes as defined in the September 1986 CSU Review before listing such courses as problem courses. CSU will accept visual and performing arts courses that are not on University of California approved lists.

Your response will be included in a statewide report to be submitted to the California Postsecondary Education Commission. If we do not hear from you, we will assume that your institution has no problems offering the required courses and needs no assistance.

1. Is your high school able to offer the full complement of required courses and sections? YES_____ NO_____
   If your answer is YES, please enter your name at the bottom of this page and return it.
2. If your answer is NO, please list the course(s) you are having difficulty offering, explain the reason(s) for those difficulties, and describe assistance you would like from your nearest CSU campus.

Course(s):_____

_____

Difficulties:_____

_____

Assistance Desired:_____

_____

Please return additional pages if you have further comments.

_____

Name and Title of Person Completing Form High School

Thank you for your assistance with this survey. Please return this form not later than November 7, 1986 to:

(Local College Rep or Office and address)

Source: Office of the Chancellor, The California State University.

the full range of required courses, Commission staff strongly supports the State University's current efforts to gather information on course availability from all 821 public comprehensive high schools.

Legislative Concern 2: Information about schools experiencing the greatest difficulty in providing the full complement of required courses.

State University Response: The 48 schools reporting difficulty are characterized primarily by small size and either rural or central city location. The State University asked them to identify (1) the courses they had difficulty offering, (2) the nature of the difficulty, and (3) the assistance they would request of the State University. Thirty-four of the 48 schools, or 70 percent, reported problems offering sufficient arts courses, while nine identified foreign language courses and the remaining five were split between mathematics and science courses.

The report provides evidence that some of the difficulty related to the arts courses involves the need for additional information on the types of courses that will satisfy the arts requirement. Half of the 31 school that requested assistance from the State University asked for such information. The report describes the efforts of the State University to further inform all schools regarding acceptable arts courses including the fact that the "introductory" or "survey" courses and performance based courses generally not applicable toward the University of California "a-f" course requirements will be acceptable to the State University. The problems in the other subject areas involve lack of sufficient qualified teachers or space for the courses, particularly in small and rural schools.

Commission Staff Comments: Because *Education Code* Section 51224 requires that the governing board of all school districts "shall prescribe separate courses of study, including, but not limited to, a course of study designed to prepare prospective students for admission to state colleges and universities," it might seem strange that any school would respond negatively to the question whether or not they are able to offer the full complement of required courses. Nonetheless, at a minimum, this finding suggests an improvement in the perceptions of high school personnel about their school's ability to offer a full "a-f" type pattern of courses since the Commission's 1983 survey, to which 17 percent of the schools indicated difficulty in providing a sufficient number of sections of a-f courses for their students.

However, more important than a school's ability to offer a "full complement of required courses" is its ability to a full complement of required courses taught by qualified teachers to a sufficient number of students to create an eligible pool of students equal to at least one-third of the high school graduating class. While enrollments in college preparatory courses have increased in recent years, only 28 percent of California's 1983 and 1985 public high school graduates had completed a full university preparatory course of study as defined by the University of California's a-f course requirements. In the State University's study of high school transcripts from applicants for Fall 1985 and Fall 1986, 8.5 percent of eligible applicants had completed all 15 required courses by the end of the fall term of their senior year.

Substantial increases in college preparatory course enrollments will create an additional problem for the schools. According to a recent assessment of high school teaching staffing completed by the State Department of Education in compliance with federal Title II regulations, overall high school enrollments in the State are projected to decline over the next five years while enrollments in college preparatory courses will remain stable or increase. These enrollment changes will not warrant the hiring of new high school teachers, and currently the number of emergency credentials issued in mathematics, science, and foreign languages already exceed 50 percent of the number of new hires in these fields. The result of these countervailing forces is likely to be an increasing tendency to place teachers with minimal qualifications in these college preparatory sections.

Legislative Concern 3: Special monitoring and assistance planned for those high schools experiencing the greatest difficulty offering the full complement of courses so that appropriate numbers of their graduates are eligible and prepared for the State University.

State University Response: The State University has implemented special monitoring of and assistance to approximately 160 public high schools with at least 60 percent non-white enrollments and enrollments of at least 500 students using lottery funds. The Chancellor's Office staff asked campuses to submit a progress report on their work with these schools by March 1, 1987. Since the submission of the report, staff in the

Office of the Chancellor have indicated to Commission staff that they have also asked campus personnel to contact each of the 48 schools that noted difficulty in offering a full complement of required courses in order to clarify the nature of the difficulty and to identify what, if any, role the State University can play in resolving those difficulties. In addition, each campus is expected to designate a staff member to work with each public high school in its service having 25 percent or more minority students to inform students of the requirements for admission and help them meet those requirements.

Commission Staff Comments: Providing schools with additional information about the types of courses that will satisfy the arts requirement -- the most commonly mentioned difficulty on the school survey -- is the only specific assistance described by the State University in response to schools reporting difficulties. While better information about acceptable courses is essential, the analysis of applicant transcripts in Appendix D of the report on student course-taking patterns showed that 60 percent of their eligible 1986 applicants had not completed a year of visual and performing arts courses. Thus the school survey and the applicant transcript analysis both suggest that difficulties associated with this requirement involve problems of both supply and demand and exceed the simple lack of adequate information.

Of the 160 schools for which the State University has implemented special monitoring and assistance, only 12 are among the 48 reporting difficulty in offering the full college preparatory curriculum. The other 148 said they were able to offer the full complement of required courses. Because the majority of students in these schools are those who are underrepresented in public higher education, efforts to encourage these students to complete the its required curriculum should improve the representation of these students at the State University. However, these efforts do not fully respond to the legislative injunction for attention to the needs of "those high schools experiencing the greatest difficulty offering the full complement of courses." While Commission staff strongly endorses the efforts of the State University in these large, primarily minority high schools, Commission staff believes further attention to the courses available to students in small or rural schools regardless of ethnic composition is important in fulfilling the intent of the legislative language and endorses the State University's efforts to clarify the nature of the difficulties schools have and the type of assistance needed.

Commission staff's concern about the students in these schools stems from what is known about the eligibility of students from rural areas for admission to the University of California and the California State University. Display 4 on page 6 shows that student eligibility for the University of California was significantly below average in these areas in 1983, while eligibility for the State University was at the statewide average. Because the State University's 1988 requirements are quite similar to the University's existing requirements, Commission staff anticipates that eligibility rates for rural areas will decline toward those of the University, resulting in a disproportionate number of these students being eligible only for conditional or special action admission.

A related concern involves the eligibility of graduates from continuation high schools. These schools are not traditional feeder school for the four-year institutions, and thus they were not included in the State University's survey of high schools. Nonetheless, exceptional graduate from these schools could formerly qualify for admission to the State University. Because these schools are typically small and have limited facilities, especially in the sciences, they will have difficulty offering the required range of courses.

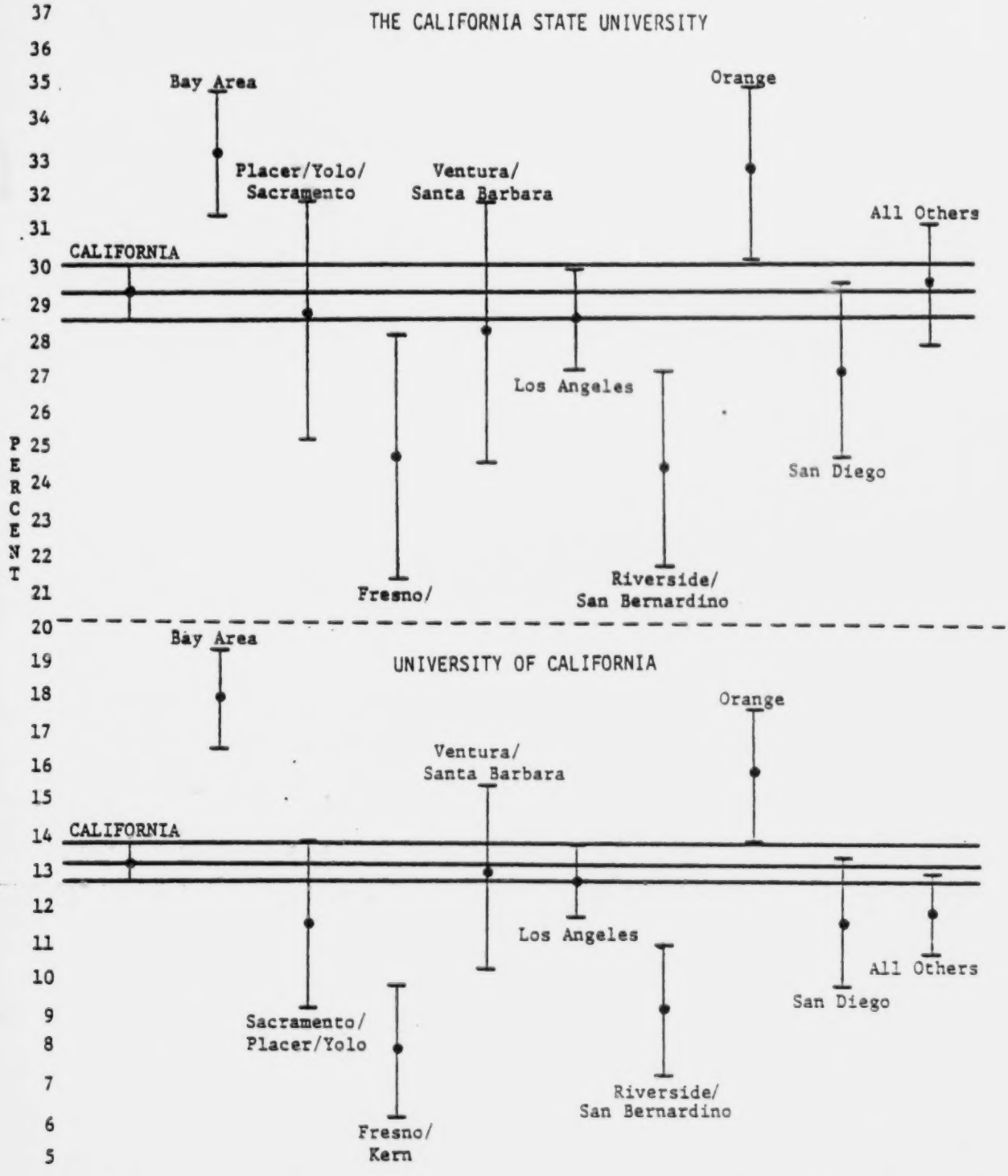
Student eligibility and enrollments

Legislative Concern 1: A quantitative description of first-time freshmen admitted and enrolled in fall terms 1984, 1985, and 1986, by the nature of their admission, overall, by campus and major ethnic group.

State University Response: This section of the State University's report consists of a series of three tables:

- The first, on page 7, presents the number of admitted first-time freshmen for the three years by ethnic category, but not by admission status or campus.
- The second, on page 8, displays the number of enrolled first-time freshmen for each of the three years who were admitted under the regular admission criteria and those admitted by special action by ethnic group.
- The third, on page 9, disaggregates these same data by campus.

DISPLAY 4 Overall Eligibility Rates for Eight Major Urban Areas and All Other Counties, 1983



Source: Reproduced from Figure 3, Page 17, of California Postsecondary Education Commission, *Eligibility of California's 1983 High School Graduates for Admission to the State's Public Universities: A Report from the 1985 High School Eligibility Study*. (Commission Report 85-23. Sacramento: The Commission, April 1985).

- The third, on page 9, disaggregates these same data by campus.

These are updated versions of the same tables presented to the Commission staff by the staff in the Office of the Chancellor last year during discussions of the 1988 admission requirement, but they do not include information about the numbers of students admitted or enrolled on condition in 1986.

On February 4, 1987, Commission staff asked the Chancellor's Office staff to supplement these tables with a breakdown of admitted students by current admission status -- regular, special, and conditional. Chancellor's Office staff indicated that they did not currently have reliable data on the number of students admitted conditionally, but they agreed to forward the requested information for applicants admitted by regular and special action. These data appear in Attachment F to the report.

Commission Staff Comments: During several prior discussions with the Chancellor's Office staff, Commission staff stressed the importance of knowing the impact of the current course requirements on the pools of students admitted through regular and special action and, especially, the number of students admitted conditionally. The Chancellor's Office staff recently indicated that its campuses are not as yet consistently applying the standard means for identifying conditionally admitted students.

The stated purpose of conditional admission is to insure the adequate preparation of students for the State University by requiring them to pass a certain course of study in high school or in their first 36 units of State University enrollment to improve their level of achievement and their persistence to degree. The consistent and accurate identification of the students enrolled under these conditions is crucial for documenting progress toward these objectives. All freshman applicants are now required to complete the requisite number of mathematics and English courses in high school to qualify for regular admission, and students missing one year in these areas -- an estimated 15.7 percent of eligible applicants in 1986 -- are only admitted on the condition that they complete their general education requirements in these areas within their first 36 units of college work. As such, it is difficult to understand why the State University has not, as yet, implemented the consistent use of its criterion for identifying these conditionally admitted students. It is imperative that such a system to identify students who are admitted conditionally under the 1988 course requirements be in operation by that date.

Legislative Concern 2: A quantitative description of the State University's Fall 1986 applicants by nature of their admission status as if they had been required to qualify under the 1988 admission requirements.

State University Response: The State University report summarizes the results of its analysis of transcripts for a sample of 1986 first-time freshman applicants in light of the 1988 requirements. It indicates that 99 percent of the 1986 eligible applicants completed at least ten of the 15 required courses, or enough to qualify for conditional regular admission in 1988, but that only about 90 percent met the "subrequirement" of completing six of the seven required courses in mathematics and English -- a requirement that has been formally in place since 1984. Tables 11 and 11A of Attachment D to the report show the course completion rates of 1985 and 1986 applicants with qualifying eligibility index scores increased by 0.7 percent -- from 96.7 to 97.4 percent This section of the report concludes that "continued growth at these modest rates will result in virtually all Fall 1988 applicants with qualifying eligibility index (top one-third) having completed sufficient required courses to qualify for regular admission (ten of fifteen courses)."

Commission Staff Comments: The State University's applicant transcript study provides much data useful for analyzing the impact of the 1988 admission requirements. Assuming similar increases in 1987 and 1988 to those between 1985 and 1986, 98.8 percent of the 1988 applicants would qualify for regular admission if the English and mathematics subrequirement is ignored. However, the only mode of access for the remaining 1.2 percent of these eligible applicants will be admission by special action. This raises an important question: As members of the eligible top one-third of the high school graduating class, will these students be entitled to admission by special action or will they compete with, and possibly replace, students not in the top one-third whose only means of access to the State University is special action admission?

If the requirement remains unchanged that 1988 applicants must complete at least six of the seven units required in English and mathematics, the percentage of eligible applicants who will have to be admitted by

special action will be in the area of 10 to 13 percent, as shown in Table 12 of Attachment D. The largest increases in the percentage of students completing at least six of the seven units between 1985 and 1986 have been for Black and Asian applicants, while the changes for white and Hispanic applicants have been negligible.

Finally, among both 1985 and 1986 eligible applicants, only 8.4 percent had completed the full complement of 15 required courses by the end of the fall term of their senior year. Thus, 91.5 percent of all eligible applicants would have been admitted conditionally if the requirements had been in place in 1986. While the proportion of eligible applicants completing the full 15 courses will likely increase by 1988, the majority of regularly admitted students are likely to be admitted conditionally in that year and will likely increase each subsequent year as the minimum number of required courses increases.

Legislative Concern 3: A quantitative description of changes in college academic performance, remedial diagnostic data and course enrollments, and student persistence by nature of admission status, overall and for major ethnic subgroups.

State University Response: In this section, the State University once again has updated with current-year data the information presented to the Commission staff last year. It describes comparative performance on the English Placement Test and the Entry-Level Math Test for each ethnic group by admission status for 1984-85 and 1985-86 and one-year continuation rates for 1982, 1983, and 1984 first-time freshmen by campus, by sex, by ethnic category, and by admission status but not for each ethnic category within admission status.

Commission Staff Comments: The report provides no information about course enrollments and academic performance at the State University and no reference to any activity planned or underway in this area. The monitoring of student placement, course-taking behavior, academic achievement, and persistence to degree by status of admission, including conditional admission, are important elements in an adequate assessment of the impact of these changes in admission requirements.

Legislative Concern 4: A description of the admission procedures that differentiate between those students who are not eligible because their high schools lack sufficient courses and those for whom the courses were available but not taken.

State University Response: The report states that conditional admission will apply to all students missing required courses, regardless of the reason why the courses do not appear on their transcripts.

Commission Staff Comments: Apparently, the State University is not considering the implementation of waivers or exceptions for applicants from small or rural high schools that are unable to provide the full range of required courses. Commission staff is concerned that such a situation may further depress the already below average college-going rates of students from rural areas.

Legislative Concern 5: A description of the changes in the undergraduate transfer admission requirements and plans for monitoring the availability at Community Colleges of courses required for transfer to the State University.

State University Response: The report indicates that the Trustees of the State University in May 1987 will consider approval of new admission requirements for 1988-89 transfer students consistent with the 1988 first-time freshman requirements.

The major changes are twofold: (1) transfer applicants who were eligible as freshmen except for course deficiencies may transfer at any time once they satisfy the comprehensive pattern of 15 college preparatory courses or an "approved alternative program," and (2) other transfer applicants (those not eligible as freshmen) may transfer upon completion of 56 transferable semester units that include the comprehensive pattern of courses or an "approved alternative program" with 30 semester units that satisfy the State University's established general education breadth requirements. "Approved alternative programs" will satisfy high school course deficiencies and procedures for certifying them are currently in place. The State University maintains that once its "constituencies" learn about the new requirements, there will be "no need for special monitoring efforts as to course availability, owing to the relations of approved alternative programs for admission to the established general education requirements."

Commission Staff Comments: The report's description of the planned changes in the State University's trans-

fer admission requirements needed clarification. A statement of what specifically will change and how the new requirements will compare to those of the University of California would be helpful in order to facilitate the understanding of the changes. The explanation about why no plans exist to monitor course availability in Community Colleges is difficult to understand because the report provides no basis for understanding what the "approved alternative programs" are or how they relate to "established general education requirements."

In subsequent correspondence attached to these comments, the State University provided a more complete description of the new requirements, their differences from its existing requirements and those of the University, and its definition of "approved alternative programs." Because the required 30 general education units which must include 12 units of English and mathematics, will also satisfy high school course deficiencies, the Chancellor's Office staff believes the change will have virtually no effect on transfer students' course-taking patterns. No analysis of transcripts for transfer students has been undertaken to verify this supposition.

Conclusion of the report

On the basis of the information gathered and presented in the report, the Chancellor's Office staff concludes that "the announced implementation schedule for the new course requirements is feasible and that modifications in that schedule are not warranted at this time."

Commission conclusions and recommendations

California public education is in the midst of the most extensive reform movement since the late 1950s:

- The passage of Senate Bill 813 in 1983 and the infusion of substantial State dollars have propelled school districts to increase instructional time, expand counseling services, and strengthen high school graduation requirements.
- The State Board of Education has established model curriculum standards for grades nine through twelve, and the State Department of Education has begun issuing indicators of school performance to districts.
- The Academic Senates of the University of California, the California State University, and the California Community Colleges have disseminated their *Statements on Competencies in English and Mathematics Expected of Entering Freshmen*, and both the University and the State University have increased their freshman admission requirements.
- All in all, public concern and support for higher standards and better student preparation have had a noticeable effect on the availability of academic courses and students' course-taking patterns.

The Commission supports these improvements in the public school curriculum and in students' preparation for their post-high school activities, as well as the State University's efforts through its course requirements as an important signal to the public schools and their students that better preparation for college-level work is essential. The Commission also supports California's current public policy on access to postsecondary education and the distribution of responsibility for providing these opportunities established in the Master Plan, whereby the State University is to establish its freshman admission requirements such that it provides enrollment opportunities for the top one-third of the public high school graduating class, while the University provides opportunities to the top one-eighth The Commission further supports the State University's hope that by expanding its high school course requirements for freshman admission, more of its eligibile applicants will be prepared to succeed at college-level work and graduate. Nonetheless, the Commission and its staff continue to be concerned that the implementation of these course requirements could have a negative impact on access for otherwise eligible students.

Through Supplemental Language of the Committee of Conference on the 1986-87 Budget, the Legislature sought additional information from the State University about the potential impact of its 1988 course requirements on access, particularly in light of the availability of college preparatory courses and students' course-taking patterns. The following paragraphs present the Commission staff's conclusions regarding the State University's response to that Supplemental Language and the staff's five recommendations designed to (1) gather additional information, (2) implement specific procedures to clarify the role of course requirements in determining student eligibility, and (3) struc-

ture future reviews of implementation of the requirements in order to minimize constraints on access.

Improving information

In terms of information about high school course availability and student course-taking patterns, the State University has implemented special monitoring and assistance efforts supported by lottery funding and focusing on the information and counseling needs at 160 large, predominantly minority high schools in light of changing admission requirements that supplement ongoing campus efforts to inform all high schools in their service areas. The State University is expanding its initial survey effort on high school course availability to include all comprehensive public high schools. It is also gathering additional information from those schools reporting difficulty offering the full complement of required courses on the initial survey. This information is essential for an adequate assessment of the impact of the course requirements.

RECOMMENDATION 1: The California State University should submit a report to the Legislature and the Commission by May 1, 1987, that contains (1) a description of the availability of sufficient courses and sections in all of California's 821 comprehensive high schools along with its current and planned action related to those schools that report difficulties in offering these courses and sections; and (2) a progress report on the special monitoring and assistance efforts implemented by the campuses that describe their expected impact on student eligibility.

One of the original rationales for the implementation of a comprehensive pattern of course requirements was to improve students' preparation for the university and thus improve their academic performance in college and their persistence toward a degree. Approximately 8.5 percent of those applicants who were in the top one-third of the 1985 and 1986 graduating class would have qualified for *unconditional* admission under the 1988 course requirements (completing all 15 required courses) by the end of the fall term of their senior year.

The State University recognized the need to phase in the requirements and created a new admission category known as "conditional admission." In 1986, applicants who had completed only five of the six required courses in mathematics and English were conditionally admitted. In 1988, applicants who complete at least ten of the required 15 courses would be conditionally regularly admitted, requiring them to satisfy all high school course deficiencies within their first 36 semester credit hours of enrollment. Ninety percent of the 1986 eligible applicants would have been regularly admissible under the 1988 course requirements only *on condition*. While this proportion is likely to decrease over the next two years, it appears as if a large proportion of regularly eligible students will be eligible only for conditional admission in 1988.

It is important that the State University assure the consistent implementation of identifying and reporting on students admitted on condition.

RECOMMENDATION 2: The State University should complete implementation of its system for collecting information that assures by Fall term 1987 the accurate identification of the specific status of admission of every entering freshman, expanding existing methods to include regular and special action conditionally admitted students. The State University should also report to the Commission annually thereafter on the number of applicants and new enrollments by sex, ethnic group, campus, and resident status in each category of admission, and biennially on the comparative continuation rates of these students.

Clarifying the role of course requirements

Of those 1986 applicants from the top one-third of the high school graduating class, 97.4 percent had completed at least 10 of the 15 courses that the State University will require for admission in 1988. (The 1988 requirements include as a secondary condition for regular admission the completion of at least six of the seven courses required in English and mathematics.) If the rate of increase in the percentage of eligible applicants completing at least ten courses continues for 1987 and 1988, 98.8 percent of 1988 eligible applicants (from the top one-third) will be admitted *if completion of the English and mathematics requirement is not taken into consideration.* This would leave special action conditional admission as the only means of admission for the remaining 1.2 percent of those applicants from the top one-third.

Some proportion of the pool of eligible students in the top one-third of the 1988 graduating class will fail to qualify even for conditional regular admission to the State University because they will not have completed

its minimum number of required courses. To be admitted, these students will presumably have to be granted admission by special action and compete with traditional special-action students for admission. This problem reaches critical proportions if the State University retains its requirement for conditional admission of completing six of the seven required courses in English and mathematics. These findings suggest that the 1988 course requirements of the State University will affect special-action admissions by extending the range of applicants whose only opportunity for admission will be special action to include students who are in the top one-third of the high school graduating class.

RECOMMENDATION 3: The Commission requests that the State University respond by May 1, 1987 to the following three questions regarding the admission status of applicants from the top one-third of the graduating class who have completed less than the minimum number of required courses:

1. **If students eligible on the index do not complete the minimum required sequence of courses, will all such students be guaranteed special-action admission?**
2. **What types of modifications are planned to accommodate these otherwise eligible students within the existing special-action quóta?**
3. **Will students currently admitted by special action be displaced by students from the top one-third of the graduating class who are admitted by special action?**

The information provided by the State University on student course-taking patterns is based on a self-selected subset of the segment's eligibility pool -- those that chose to apply to the State University in 1985 and 1986. The State University cannot analyze the impact of these requirements on its entire eligibility pool before the Commission's eligibility study is completed in November 1987. The State University's current means of identifying students in the top one-third of the graduating class -- its Eligibility Index -- does not include the completion of the existing course requirements. Display 5 shows how course requirements constrict the size of the pool.

DISPLAY 5 California State University Freshman Applicants in Fall 1986 Who Satisfied its Eligibility Index by Category of Proposed 1988 Subject Requirements

	All	White	Hispanic	Black	Asian
10 or more courses with at least six courses in English and Mathematics	86.4	88.0	81.8	72.9	85.3
10 or more courses but less than six courses in English and Mathematics	11.0	9.8	14.4	22.4	10.6
Less than 10 of the required 15 courses	2.6	2.2	3.9	4.7	4.1

Source: California State University, *Report Prepared in Response to Assembly Concurrent Resolution 158*, Attachment D, p. 15, January 1987.

RECOMMENDATION 4: If the State University continues to require four years of English and two years of mathematics for admission, it should adjust its Eligibility Index for Fall 1988 to include completion of these six courses using the results of the 1986 High School Eligibility Study to identify the top one-third of the high school graduating class.

Reviewing future implementation

Implementation of the 1988 requirement that eligible applicants complete 10 of the required 15 courses (but not six of the seven courses in English and mathematics) appears to place minimal constraints on access for the students in the top one-third of the high school graduating class. However, the minimum number of required courses escalates rapidly to 12 in 1989 and 14 in 1990.

Available information suggests that the 1989 and 1990 requirements could place major constraints on access for these students. While 97.4 percent of the eligible 1986 applicants had completed 10 of the 15 required courses, 87.9 percent had completed 12 and only 42.4 percent had completed 14. While it is likely that these rates will increase over the next three years, very close monitoring will be necessary to determine the feasibility of implementing the second, third, and final phase-in steps.

RECOMMENDATION 5: The staffs of the California State University and the California Postsecondary Education Commission shall continue the monitoring program that would alter the implementation of additional course requirements if a fixed percentage of the applicants two years prior to each implementation date had not completed the minimum number of required courses. For the implementation of the Fall 1989 requirement of 12 courses, if the percentage of eligible 1987 applicants with less than 12 courses exceeds 10 percent, the 1989 course requirement will be postponed. Early in 1988, the staffs will agree on the target percentage for implementation or postponement of the 1990 requirements.

THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD · CHICO · DOMINGUEZ HILLS · FRESNO · FULLERTON · HAYWARD · HUMBOLDT
POMONA · SACRAMENTO · SAN BERNARDINO · SAN DIEGO · SAN FRANCISCO · SAN JOSE
LONG BEACH · LOS ANGELES · NORTHRIDGE
SAN LUIS OBISPO · SONOMA · STANISLAUS

OFFICE OF THE CHANCELLOR
(213) 590- 5545

January 29, 1987

Dr. William H. Pickens, Director
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Bill:

You will recall that Assembly Concurrent Resolution 158 (Resolution Chapter 165, September 15, 1986) calls on the California State University to comply with the provisions of the Supplemental Report of the Committee of Conference. Enclosed is the CSU response to the language pertaining to admission policy and standards which was to be submitted to CPEC by February 1, 1987.

Provost Vandament, Dr. Bigelow, and Dr. Lindahl appreciated the opportunity to meet with you on December 9, 1986 to apprise you of the status of our monitoring efforts and our approach to collecting the data we consider essential to accurate assessment of the impact of educational reform in California. We have now reviewed the first draft of the ACR 73 report. It will complement the information we are collecting and will be compiling in the future.

I want to call your attention to some of the highlights of our report. While we will continue to seek additional information, sufficient information is now available to enable us to make informed judgments about the feasibility of our implementation schedule for the CSU admission course requirements. For example:

- We know that 94% of the 447 California public high schools with 25% or more nonwhite enrollments (they enroll 70% of the Hispanic and 76% of the black students in California public high schools) reported in October and November of 1986 that they were able to offer the full complement of required courses and sections.

- We know that curricular change in California high schools reflects increased offerings in academic subjects preparatory for university studies.

400 GOLDEN SHORE, LONG BEACH, CALIFORNIA 90802-4275 INFORMATION: (213) 590-5506

- We know that California high school graduates are completing more years of study in academic subjects preparatory for university studies.

- We know that enrollment in courses applicable toward the University of California college preparatory course pattern increased 12.6% from 1984-85 to 1985-86.

- We know that almost 99 percent of fall 1986 CSU eligible freshman applicants had completed at least ten of the fifteen courses in the 1988 pattern of college preparatory subjects, with no ethnic group below 98.5 percent. (You will recall that ten courses is the minimum number required for regular admission under CSU's phase-in provisions - conditional admission.)

On the basis of the information in this report, we have concluded that the CSU should proceed with implementation of the 1988 admission requirements as planned. We are confident that the cumulative and continuing effect of such educational reform measures as SB 813, the State Board of Education Model Graduation Standards, and the competency statements developed by the statewide academic senates, combined with our phase-in provisions, will enable us to proceed as planned.

We recognize that there are challenges to be addressed. While we are pleased to learn from the PACE studies that the greatest growth in college preparatory course enrollment is among minority students and at high schools located in low income areas, we are aware that those students and schools start lower on the scale. Therefore, we will continue the programs and efforts focused on students from underrepresented groups that are enumerated in the report.

We have also noted from the PACE reports that visual and fine arts is one of the few academic fields in which the number of courses offered has not increased. We shall continue our special efforts to encourage high schools to expand these offerings. You will recall that our phase-in procedures allow students with 14 of the required 15 college preparatory courses to be admitted conditionally during 1990-91 and 1991-92. Admission with one course missing was allowed for two consecutive years primarily because we were aware of the dearth of arts courses. We will be watching high school visual and performing arts curriculum developments carefully.

Bill, it is important to note in this context that during the 1981-85 period CSU managed to increase its enrollment of black and Hispanic freshmen at a greater rate than those high school age populations and numbers of high school graduates would suggest. Although the number of blacks in the high school age population dropped five percent and the number of black high school graduates declined by eight percent, the number of CSU black freshmen increased by one percent. For Hispanics, the high school age population grew by only one percent and the number of high school graduates increased by eight percent while the number of Hispanic CSU freshmen increased by 31 percent.

We look forward to your analysis of our report. I trust we will have an opportunity to review your report before transmittal to the Legislature. Please call Ralph Bigelow, Charles Lindahl, or me if you have questions or desire further information.

Sincerely,

John M. Smart
Deputy Provost

Enclosure

cc: Trustee Claudia Hampton
Dr. W. Ann Reynolds
Dr. William E. Vandament
Mr. D. Dale Hanner
Dr. Ralph Bigelow
Dr. Charles W. Lindahl

Report Prepared in Response to Assembly Concurrent Resolution 158
(Resolution Chapter 165, September 15, 1986)

ADMISSION POLICY

The Supplemental Report of the Committee of Conference included the following language pertaining to CSU admission requirements effective fall 1988:

> Admission Policy. The California State University (CSU) shall prepare a report on the potential effects of its 1988 course requirements on its applicant pool and, to the extent possible its eligibility pool, and submit it to the California Postsecondary Education Commissioin by February 1, 1987. The commission's staff shall review it and submit the report and their comments to the Legislature within 30 days of receiving the report.
>
> The report prepared by CSU will focus on high school course availability and effects on student eligibility and enrollment. In the course availability section, the report shall provide the following information:
>
> (1) Whether high school courses were available that meet the state university's course requirements, including arts courses not currently reported by the State Department of Education (SDE);
>
> (2) Information about schools experiencing the greatest difficulty in providing the full complement of required courses; and
>
> (3) Special monitoring and assistance planned for those high schools experiencing the greatest difficulty offering the full complement of courses so that appropriate numbers of their graduates are eligible and prepared for the state university.
>
> In the student eligibility and enrollment section, the report shall include:
>
> (1) A quantitative description of first-time freshmen admitted and enrolled in fall terms 1984, 1985, and 1986 by the nature of their admission status, overall, by campus and major ethnic group;
>
> (2) A quantitative description of the state university's fall 1986 applicants by nature of their admission status as if they had been required to qualify under the 1988 admission requirements.

(3) A quantitative description of changes in college academic performance, remedial diagnostic data and course enrollments, and student persistence by the nature of admission status, overall and for major ethnic subgroups;

(4) A description of the admission procedures that differentiate between those students who are not eligible because their high schools lack sufficient courses and those for whom the courses were available but not taken; and

(5) A description of the changes in the undergraduate transfer admission requirements and plans for monitoring the availability at community colleges of courses required for transfer to the state university.

The report shall identify whether modifications are advisable in the implementation schedule of the new course requirements as a result of this information."

Following is the CSU response to the language quoted above. Each of the passages of the language quoted is restated serially, then the response to the respective passages is presented. The passage being addressed is restated with underlining, then the response to that passage is presented. The first section of this report responds to the first part of the course availability section of the language.

(1) Whether high school courses were available that meet the state university's course requirements, including arts courses not currently reported by the State Department of Education (SDE);

Response

Attachment A, Additional Services to High Schools With Significant Minority Enrollments (ESSIR 86-27), was issued to the campuses shortly after we learned of the language. Part one of ESSIR 86-27 directs the campuses to review the availability of college preparatory course offerings in California high schools. The importance of learning more about the adequacy of course offerings in the visual and performing arts was emphasized. When it became evident that the survey would be improved if a standard survey form were provided, Attachment B, Availability of College Preparatory High School Courses (ESSIR 86-32) was issued with a survey form and the response date was postponed one month.

There are now 821 public high schools in California. CSU campus representatives were asked to survey the 447 California public high schools having 25% or more nonwhite enrollments regarding their capacity to offer the college preparatory curriculum. The first attachment to ESSIR 86-27 lists these 447 high schools. These 447 high schools enroll 70% of the Hispanic and 76% of the black students enrolled in California public high schools. Representatives of 420 of those high schools (94%) reported in October and November of 1986 that their high schools were able to offer the full complement of required courses and sections.

A number of the campuses surveyed all high schools in their service area rather than just those high schools composing the 447, resulting in a survey of a total of 685 high schools. Representatives of 637 (93%) of those high schools reported that their schools are now able to offer the full complement of required courses and sections. We are surveying the remaining 136 high schools in an effort to compile information on all 821 California public high schools.

(2) Information about schools experiencing the greatest difficulty in providing the full complement of required courses;

Response

Almost half (23) of the 48 high schools reporting some difficulty offering the required courses had school enrollments of fewer than 500 students. Sixteen of these schools had enrollments of fewer than 250 students. The schools experiencing difficulty in mounting the required curriculum are located primarily in rural areas. Nineteen of the schools having problems offering the courses are located in the service areas of the CSU campuses at Bakersfield, Chico, and Humboldt. The other pattern is revealed by 11 of the 48 schools having enrollments of greater than 2,000 students. Nine of these schools are located in the Long Beach, Los Angeles, and San Bernardino service areas. Not surprisingly, these schools tend to have high minority enrollments.

Of the 48 high schools reporting some difficulty offering the required courses, most of the problems deal with the visual and performing arts requirement. Thirty-four schools reported problems offering sufficient arts courses. The other area of difficulty is foreign language with 9 schools reporting a problem. The remaining 5 schools reported problems with either mathematics or laboratory science courses.

Most of the high schools responded to the survey during October, the remainder in November, 1986. This was shortly after the CSU issued its definition of college preparatory courses in the visual and performing arts in the September issue of the CSU School and College Review. This publication is published four times a year to disseminate important CSU information to over 20,000 high school and community college counselors. Most of the problems with the visual and performing arts requirement described by high school representatives revealed confusion about which of their courses would meet the CSU arts requirement. The November Review carried a series of questions and answers dealing with the arts requirement and special sessions were presented on this subject at the regional high school counselors conferences held in October. Now that the definition is better known, the frequency and intensity of inquiries on this subject has sharply declined.

We are continuing to devote a great deal of attention to communicating and clarifying the visual and performing arts requirement because we view this as one of the biggest challenges in implementing the 1988 requirements. Even after high schools understand the CSU definition of college preparatory arts courses, they may still have difficulty in offering them. It should be emphasized that CSU will accept a range of visual and performing arts courses considerably more varied than the University of California. For example, CSU will accept such introductory or survey courses as painting, drawing, printmaking, ceramics, modern dance, ballet, band, orchestra, choir, acting, and dramatic productions, most of which are not applicable toward University of California college preparatory requirements.

The difficulties with foreign language have to do with finding teachers qualified to teach the second year of language. This problem was confined primarily to small rural high schools experiencing difficulty recruiting language teachers to small isolated communities. (This, of course, is a matter of concern regarding preparation for the University of California as well.)

(3) Special monitoring and assistance planned for those high schools experiencing the greatest difficulty offering the full complement of courses so that appropriate numbers of their graduates are eligible and prepared for the state university.

Response

High schools reporting some difficulty offering the required courses were asked to indicate the nature of the difficulty and describe any assistance they would like from their nearest CSU campus. Thirty-one high schools requested some form of assistance from the CSU. Included in this number were schools able to offer the full complement of courses and sections but which still wanted assistance.

Of the 31 high schools requesting assistance, half asked for additional information and clarification of the visual and performing arts requirement. The remaining requests were for university review of individual school college preparatory curriculum and details about the phase-in provisions. Two wanted the CSU to send instructors to the high school to teach college preparatory courses.

Parts two and three of Attachment A (ESSIR 86-27) describe special monitoring and assistance provided high schools with significant minority enrollments. Part two directs CSU campuses to submit to the Chancellor's Office the names of their representatives serving each of the high schools included on the list of high schools having 25% or more non-white enrollment. All campuses have complied with this request, and those names are on file at the Chancellor's Office.

Approximately $500,000 was made available to the campuses to help support the additional services called for in the supplemental language. Part three of Attachment A (ESSIR 86-27), Increasing CSU Student Participation in Outreach, describes the additional services campuses are to provide. It should be noted that these funds are in addition to the campus resources already being devoted to outreach services to schools having significant enrollments of minority students.

Our goal has been to achieve the maximum effect from the resources available. To have distributed the $500,000 equally across all 447 high schools that have 25% or more minority enrollments would have allocated to CSU campuses about $1,000 more for special services to each high school. In recognition of the concentration of minority students in certain California high schools and to address the concern that an additional $1,000 per high school might not have a noticeable impact, it was decided to focus the additional resources on the approximately 160 public high schools having at least 60% nonwhite enrollments and school enrollments of at least 500 students. Statewide, 160 high schools met these criteria. Reducing the number of schools to be served meant the amount of new resources available to CSU campuses for increasing services to the target high schools could be increased to $3,000 for each high school meeting the criteria cited above. As noted earlier, the 447 California public high schools with 25% or more nonwhite enrollments are listed in the first attachment to ESSIR 86-27; the 160 schools with 60% or more nonwhite students and total enrollments of 500 or more are underlined.

Special efforts have been made to expand the participation of CSU students in increasing the number of underrepresented high school students who qualify for university admission. Due to time constraints, campuses have been encouraged to use existing programs and provisions for student participation wherever possible. Students' service to the high schools identified is to be related to knowledge they have derived from their classwork. Such field experience may be used to fulfill some aspects of the new admission standards for entrance into a CSU teacher education credential program.

These funds are to be concentrated on assisting those high school students who most need advice on preparing for college and who will need the greatest assistance in meeting CSU admission requirements. Tenth grade students have been assigned top priority since it is essential that they enroll in the necessary courses as early as possible. CSU staff are working with principals and counselors to identify students most in need of assistance. Emphasis is on supplying information on college admission requirements and counseling students on the preparation necessary to handle university study.

CSU campuses are to report by March 2, 1987 on the nature and scope of the additional services provided to the 160 target high schools. (See Attachment C, Additional Services to High Schools With Significant Minority Enrollments, ESSIR 86-38) These reports will include information on the number of high school students being assisted, their grade level, the services being provided, how they are being provided, how often school sites are visited, and the average amount of time spent on each visit. Since these efforts will continue throughout the academic year, final reports will not be available until sometime during the summer or early fall.

In the student eligibility and enrollment section, the report shall include:

(1) a quantitative description of first-time freshmen admitted and enrolled in fall terms 1984, 1985, and 1986 by the nature of their admission status, overall, by campus and major ethnic group.

Response

The response to this item is presented in a series of tables. The first table presents the number of first-time freshmen admitted fall terms 1984, 1985, and 1986 from all sources at all campuses. Percent changes for each year are also displayed.

Table 1
California State University: Admitted First-time Freshmen, All Campuses, by Ethnicity; Fall Terms 1984, 1985, and 1986

Ethnic Category	1984	1985	1986	% Change 84 to 85	% Change 85 to 86
American Indian	249	412	337	65.5	-18.2
Asian	5,416	6,483	7,062	19.7	8.9
Black	2,543	2,730	2,765	7.4	1.3
Filipino	1,137	1,355	1,637	19.2	20.8
Mexican-American	3,070	3,658	3,801	19.2	3.9
Other Hispanic	1,086	1,189	1,648	9.5	38.6
Pacific Islander	178	170	182	-4.5	7.1
White	25,086	28,425	30,221	13.3	6.3
Unknown (a)	2,449	3,115	2,830	27.2	-9.1
Total	41,214	47,537	50,483	15.3	6.2

(a) Includes "Decline to State" and "No Response"

Table 2 displays the number of enrolled first-time freshmen from California high schools by admission status and by ethnicity. "Regular Admits" meet the stated admission criteria in all respects. "Special Admits" are admitted by special action under provisions of Title 5, Sections 40900 (general exceptions) and 40901 (special compensatory programs for disadvantaged applicants). In addition to the regular and special admits, there were 121 "Alternative Admits" in 1984, 226 in 1985, and 319 in 1986. The distributions for those admitted under alternative provisions are not displayed.

Table 2
California State University: Enrolled First-time Freshmen From California High Schools, By Admission Status; All Campuses, by Ethnicity; Fall Terms 1984, 1985, and 1986

Regular Admits

Ethnic Category	1984	1985	1986	% Change 84 to 85	% Change 85 to 86
American Indian	144	169	156	17.4	-7.7
Asian	2,408	2,741	2,883	13.8	5.2
Black	478	543	632	13.6	16.4
Filipino	590	668	838	13.2	25.4
Mexican-American	1,147	1,367	1,357	19.2	-0.7
Other Hispanic	430	495	611	15.1	23.4
Pacific Islander	78	74	68	-5.1	-8.1
White	13,426	14,393	15,019	7.2	4.3
Unknown (a)	892	1,132	1,012	26.9	-10.6
Nonresident Alien	107	172	521	60.7	202.9
Total	19,700	21,754	23,097	10.4	6.2

Special Admits

Ethnic Category	1984	1985	1986	% Change 84 to 85	% Change 85 to 86
American Indian	34	56	41	64.7	-26.8
Asian	440	503	571	14.3	13.5
Black	1,079	1,080	1,043	0.1	-3.4
Filipino	129	106	131	-17.8	23.6
Mexican-American	862	913	824	5.9	-9.7
Other Hispanic	219	216	257	-1.4	19.0
Pacific Islander	12	14	21	16.7	50.0
White	1,121	910	1,169	-18.8	28.5
Unknown (a)	203	242	209	19.2	-13.6
Nonresident Alien	28	16	90	-42.9	462.5
Total	4,127	4,056	4,356	-1.7	7.4

(a) Includes "Decline to State" and "No Response"

Table 3 displays the distribution of first-time admitted freshmen and enrolled freshmen by CSU campus for the three fall terms considered.

Table 3
California State University: First-time Freshmen:
Admissions and Enrollments, By Campus;
Fall Terms 1984, 1985, and 1986

Admitted Applicants

Campus	1984	1985	1986	% Change 84 to 85	% Change 85 to 86
Bakersfield	325	401	406	23.4	1.2
Chico	2,153	1,835	2,247	-14.8	22.5
Dominguez Hills	357	449	520	25.8	15.8
Fresno	2,066	2,109	2,325	2.1	10.2
Fullerton	2,922	3,768	3,918	29.0	4.0
Hayward	1,010	1,030	1,096	2.0	6.4
Humboldt	944	1,098	1,301	16.3	18.5
Long Beach	3,658	4,641	5,577	26.9	20.2
Los Angeles	1,739	2,043	2,269	17.5	11.1
Northridge	4,779	5,153	4,905	7.8	-4.8
Pomona	3,003	3,099	3,466	3.2	11.8
Sacramento	2,058	2,335	2,324	13.5	-0.5
San Bernardino	534	633	817	18.5	29.1
San Diego	6,685	8,947	9,051	33.8	1.2
San Francisco	2,731	2,979	3,264	9.1	9.6
San Jose	2,555	3,340	3,656	30.7	9.5
San Luis Obispo	2,894	2,759	2,224	-4.7	-19.4
Sonoma	427	501	632	17.3	26.1
Stanislaus	396	417	485	5.3	16.3
All Campuses	41,236	47,537	50,483	15.3	6.2

Enrolled Applicants

Campus	1984	1985	1986	% Change 84 to 85	% Change 85 to 86
Bakersfield	258	312	312	20.9	0.0
Chico	1,170	1,316	1,459	12.5	10.9
Dominguez Hills	235	302	319	28.5	5.6
Fresno	1,354	1,370	1,377	1.2	0.5
Fullerton	1,864	2,130	2,104	14.3	-1.2
Hayward	709	690	693	-2.7	0.4
Humboldt	561	578	663	3.0	14.7
Long Beach	2,196	2,785	3,179	26.8	14.1
Los Angeles	1,097	1,214	1,238	10.7	2.0
Northridge	2,970	3,100	2,799	4.4	-9.7
Pomona	1,868	1,756	1,797	-6.0	2.3
Sacramento	1,380	1,544	1,425	11.9	-7.7
San Bernardino	402	444	544	10.4	22.5
San Diego	3,454	3,910	4,013	13.2	2.6
San Francisco	1,637	1,758	1,760	7.4	0.1
San Jose	1,538	1,950	1,933	26.8	-0.9
San Luis Obispo	1,934	1,776	1,539	-8.2	-13.3
Sonoma	278	304	301	9.4	-1.0
Stanislaus	277	249	321	-10.1	28.9
All Campuses	25,182	27,488	27,776	9.2	1.0

(2) A quantitative description of the state university's fall 1986 applicants by nature of their admission status as if they had been required to qualify under the 1988 admission requirements.

Response

This item addresses the central concern about the CSU's 1988 admission requirements as they relate to present-day preparation patterns of California high school graduates in the CSU applicant pool. California State University has as a key component of its monitoring plan the assessment of currently eligible applicants against the 1988 requirements. The Division of Analytic Studies has prepared a full report on The Fall 1986 First-time Freshman Transcript Study, which is included as Attachment D. The 1986 study complements the division's 1985 report and includes comparisons that measure the progress of CSU's applicants in completing the 1988 course pattern.

Almost 99 percent of the 1986 eligible applicants had completed at least ten of the fifteen units in the 1988 pattern of subjects. Ten units is the minimum number required for regular admission fall 1988 under CSU's phase-in provisions (conditional admission). When compared with 1985 eligible applicants the differences found were small and in most instances were not statistically significant. Wherever statistically significant differences were found they were for minority applicants who showed improvement in the number of college preparatory subjects taken in 1986.

The analysis highlighted in the preceding paragraph does not account for a subrequirement that within the minimum number of subjects, CSU will expect that eligible applicants will submit records that include six out of the seven units combined in English and mathematics. Owing to missing final semester transcripts in the sample studied, analysis of this feature is complicated. But with the assumptions mentioned elsewhere in this report that were used to account for the missing final semester transcripts, we estimate that allowing for the "six-of-seven" subrequirement, the comparative data for those with at least ten of the 1988 subject requirements and that include six out of the seven units required in English and mathematics show completion rates of about 90 percent. These data are displayed in Table 4b.

Although the one-year increases noted are not statistically significant, continued growth at these modest rates will result in virtually all fall 1988 applicants with a qualifiable eligibility index (top one-third) having completed sufficient required courses to qualify for regular admission (ten of fifteen courses).

Table 4 displays the comparisons for those in each year who completed at least ten of the fifteen units required in the 1988 pattern.

Table 4
Comparison of Fall 1986 Eligible Applicants
With 1985 Eligible Applicants: 1988 Requirements

At least 10 yrs of coll prep	All	Asian	Black	Hisp.	White
Fall 1986	98.8	99.7	98.8	98.7	98.5
Fall 1985	98.9	97.4	97.1	98.3	99.3
Difference	-0.1	2.3	1.7	0.4	-0.8
4b and with six out of seven					
Fall 1986	90.9	94.2	86.5	89.7	90.4
Fall 1985	91.8	91.5	82.1	89.2	92.5
Difference	-0.9	2.7	4.4	0.5	-2.1

Refer to Attachment D for the complete description of the state university's fall 1986 applicants by nature of their admission status as if they had been required to qualify under the 1988 admission requirements.

(3) A quantitative description of changes in college academic performance, remedial diagnostic data and course enrollments, and student persistence by the nature of admission status, overall and for major ethnic subgroups.

Response

Tables 5 and 6 display comparative data for 1984/85 and 1985/86 of the comparative performance of those who took the English Placement Test and the Entry-Level Math Test, by ethnic category. No discernible patterns are noted; some groups showed modest changes upwards; others, downwards. Analyses on these measures will require a longer time period to determine meanings from the data. Significant variations among the ethnic categories as well as by admission status are noted.

Table 5
Comparative Performance on the English Placement Test
By Admission Status and Ethnicity; 1984/85 and 1985/86

Regular Admits

	1984/85		1985/86	
Ethnic Category	N	%Pass	N	%Pass
American Indian	88	61.4	105	52.4
Asian	1,862	21.8	2,143	20.0
Black	350	31.1	407	32.2
Filipino	437	30.2	494	33.0
Mexican-American	798	39.8	919	35.6
Other Hispanic	298	42.6	309	46.0
Pacific Islander	59	28.8	56	48.2
White	7,840	59.6	8,013	58.5
Unknown (a)	306	46.4	365	49.9
Total	12,038	50.5	12,811	48.0

Special Admits

	1984/85		1985/86	
Ethnic Category	N	%Pass	N	%Pass
American Indian	19	10.5	37	13.5
Asian	330	5.2	383	3.1
Black	451	7.9	733	8.7
Filipino	114	10.5	78	10.3
Mexican-American	585	12.0	602	10.1
Other Hispanic	157	10.2	157	10.2
Pacific Islander	108	10.0	9	11.1
White	739	33.2	560	31.4
Unknown (a)	77	23.4	83	14.5
Total	2,580	17.4	2,642	13.5

(a) Includes "Decline to State" and "No Response"

Table 6
Comparative Performance on the Entry-Level Math Test
By Admission Status and Ethnicity; 1984/85 and 1985/86

Regular Admits

	1984/85		1985/86	
Ethnic Category	N	%Pass	N	%Pass
American Indian	71	47.9	92	46.8
Asian	1,126	75.1	1,334	77.8
Black	316	41.1	387	39.0
Filipino	371	65.8	415	65.3
Mexican-American	674	54.9	848	50.5
Other Hispanic	249	58.2	267	49.1
Pacific Islander	48	66.7	43	69.8
White	6,524	52.2	6,582	53.0
Unknown (a)	235	61.3	308	46.8
Total	9,614	55.7	10,276	55.7

(Table 6, continued)

Special Admits

Ethnic Category	1984/85 N	1984/85 %Pass	1985/86 N	1985/86 %Pass
American Indian	20	25.0	36	19.4
Asian	294	52.7	324	56.5
Black	700	11.0	741	11.6
Filipino	109	40.4	78	24.4
Mexican-American	523	17.8	594	15.7
Other Hispanic	138	21.0	159	19.5
Pacific Islander	9	12.5	9	22.2
White	664	23.9	547	22.3
Unknown (a)	67	19.4	81	25.9
Total	2,524	22.8	2,569	22.0

(a) Includes "Decline to State" and "No Response"

Table 7 presents one-year retention rates for successive groups of entering first-time freshmen, by campus, by sex, by ethnic category, and by admission status, for fall 1982 through fall 1984. The corresponding rates for the fall 1985 entering class have not been determined as of the time of writing this report.

Overall, the rates have increased by 1.4 percent from 1982 to 1984. When viewed by campus, rates for most have increased, though declines are noted at Dominguez Hills, and to a lesser extent, at Stanislaus, San Luis Obispo, and Fresno. No change is noted at San Diego.

Retention rates for women exceed those for men, and rates for those admitted under regular provisions exceed the rates for those admitted by special action. Rates for each of these groupings show improvement over the period displayed.

When viewed by ethnic category, rates for most have increased, though a two-year decline of 4.8 percent is noted for blacks; 6.8, for Pacific Islanders. The improvement for Other Hispanics of 5.9 percent is the largest of any category, closely followed by Mexican-American at 4.1 percent.

Table 7
One-year Continuation Rates for Successive Groups
Of First-time Freshmen, By Campus

Campus	1982	1983	1984	% Chg. 82 to 1984
Bakersfield	0.684	0.607	0.721	5.4
Chico	0.808	0.826	0.812	0.5
Dominguez Hills	0.766	0.737	0.684	-10.7
Fresno	0.815	0.818	0.810	-0.6
Fullerton	0.728	0.740	0.779	7.0
Hayward	0.760	0.750	0.815	7.2
Humboldt	0.752	0.739	0.788	4.8
Long Beach	0.763	0.760	0.789	3.4
Los Angeles	0.757	0.755	0.792	4.6
Northridge	0.750	0.742	0.757	0.9
Pomona	0.726	0.739	0.736	1.4
Sacramento	0.768	0.791	0.754	-1.8
San Bernardino	0.678	0.706	0.706	4.1
San Diego	0.725	0.737	0.725	none
San Francisco	0.786	0.762	0.809	2.9
San Jose	0.765	0.777	0.782	2.2
San Luis Obispo	0.862	0.863	0.843	-2.2
Sonoma	0.596	0.756	0.687	15.3
Stanislaus	0.716	0.676	0.678	-5.3
All campuses	0.762	0.767	0.773	1.4
By Sex				
Female	0.767	0.765	0.782	2.0
Male	0.756	0.768	0.762	0.8
By Ethnic Category				
American Indian	0.652	0.670	0.681	4.4
Asian	0.849	0.840	0.868	2.2
Black	0.692	0.672	0.659	-4.8
Filipino	0.790	0.819	0.807	2.2
Mexican-American	0.702	0.711	0.731	4.1
Other Hispanic	0.711	0.730	0.753	5.9
Pacific Islander	0.794	0.741	0.740	-6.8
White	0.765	0.769	0.772	0.9
Unknown	0.766	0.781	0.754	-1.6
By Admission Status				
Regular	0.777	0.784	0.790	1.7
Special	0.688	0.679	0.697	1.3

(4) A description of the admission procedures that differentiate between those students who are not eligible because their high schools lack sufficient courses and those for whom the courses were available but not taken.

The 1988 course requirements include provision for conditional admission of those regularly eligible except for missing subject requirements (with limitations). The conditional admission policy does not distinguish reasons for applicants missing subjects; conditional admission applies whatever the reason.

CSU will continue its monitoring of the effect of the course requirements throughout the implementation period and has pledged to take whatever corrective action may be warranted from analyses of the monitoring reports.

(5) A description of the changes in the undergraduate transfer admission requirements and plans for monitoring the availability at community colleges of courses required for transfer to the state university.

California State University plans to present an information item to the Board of Trustees at the March 1987 meeting that will propose changes in undergraduate transfer admission requirements to be acted upon at the Board's May 1987 meeting. The Chancellor has received the report of the CSU Admissions Advisory Council on the topic and the Chancellor's Office is in process of consultation with the campuses, the Academic Senate, and with external constituencies, particularly representatives of the California Community Colleges.

The Chancellor's Office memorandum Undergraduate Transfer Admission Policy: Prospective Changes in Requirements (ESSIR 86-47), is attached to this report as Attachment E. That memorandum contains the report of the Admissions Advisory Council, which is the focus of present consultation processes and planning for the March and May meetings of the Board of Trustees.

The planning document takes into cognizance the CSU's role in California public higher education, the public policy interest in orderly transfer, and the responsibilities for the goals of educational equity. Under the proposed policy, persons eligible for entry to CSU as first-time freshmen may transfer at any time; those eligible as freshmen except for course requirements may transfer at any time after satisfying subject deficiencies; and approved alternative programs are being defined for any person to transfer with 56 transferable semester units of study.

The approved alternative programs for satisfying subject deficiencies after completing high school are based on CSU's general education requirements (and any prerequisite courses that may apply). The general education requirements have been in place since 1981. Policies and procedures are established for any accredited institution of higher education to certify to CSU and its campuses the completion of general education requirements. The processes are in place and are operating effectively.

CSU now plans to hold a wide range of conferences and informational meetings to explain the new transfer admission requirements, once the Trustees take action on the proposed policy. As our constituencies learn of the new policy and its associated processes, CSU anticipates no need for special monitoring efforts as to course availability, owing to the relation of the approved alternative programs for admission to the established general education requirements.

The report shall identify whether modifications are advisable in the implementation schedule of the new course requirements as a result of this information.

Response

Information from a wide variety of objective, reliable sources indicates that such important educational reform measures as SB 813, the State Board of Education Model Graduation Standards, and the competency statements developed by the statewide academic senates are having the intended effect. While we will continue to seek additional information, enough data are currently available and they are sufficiently favorable to convince us that the planned implementation schedule is feasible.

- We know that 94 percent of the 447 California public high schools with 25 percent or more nonwhite enrollments (they enroll cumulatively 70 percent of the Hispanic and 76 percent of the black students in California public high schools) reported in October and November of 1986 that they were able to offer the full complement of required courses and sections. (See citation earlier in this report.)

- We know that curricular change in California high schools reflects increased offerings in academic subjects preparatory for university studies. (see following table from Conditions of Education in California, 1986-87, PACE, pp. 111-112)

Percent Change in Number of Sections Offered

	1982-83 to 1984-85	1984-85 to 1985-86
Science	22	13.3
Mathematics	19	3.4
Foreign Languages	12	4.7
Home Economics	-21	-2.4
Industrial Arts	-16	-2.3
Business Education	-11	-4.4
Arts	5	1.4
Music	3	-0.4
English	2	0.6
Social Studies	1	1.1

- We know that California high school graduates are completing more years of study in academic subjects preparatory for university studies. (see following table from Performance Report for California Schools, 1986, State Department of Education, p. 6)

	Percent		
	1983-84	1984-85	1985-86
English			
4 or more years	73	86	88
Mathematics			
3 or more years	67	74	78
Science*			
3 or more years	33	36	40
History/Social Science*			
4 or more years	33	37	40
Foreign Language*			
3 or more years	22	22	26
Fine Arts			
1 Year	65	67	70

*For these three areas, please note that CSU requirements are less than those cited in this State Department of Education report.

- We know that enrollment in courses applicable toward the University of California college preparatory course pattern increased 12.6% from 1984-85 to 1985-86. (Performance Report for California Schools, 1986, State Department of Education, p. 6)

- We know that almost 99 percent of fall 1986 CSU eligible freshman applicants had completed at least ten of the fifteen courses in the 1988 pattern of college preparatory subjects, with no ethnic group below 98.5 percent. (See citations earlier in this report.)

Although the data cited are consistent and complementary in documenting increased participation in academic studies preparatory for university studies, the CSU is committed to expanding and intensifying existing efforts and introducing additional programs to disseminate information about CSU admission requirements and encourage students to pursue more demanding academic courses. PACE reports indicate that the greatest enrollment growth in academic subjects

preparatory for university studies is among minority students and at high schools located in low income areas, but we are aware that those students and schools start from lower on the scale. Therefore, since the new requirements were adopted in November of 1985 the CSU has initiated a wide variety of efforts to inform students, families, schools, and community colleges about the 1988 requirements. A partial listing follows.

- Music video used by commercial television stations and at school sites to encourage intermediate and high school students to stay in school and raise their aspirations, and public service announcements derived from the video.

- Individual letters to 8th and 10th grade students and their families informing them of the 1988 requirements.

- Color posters posted at school sites that encourage students to consider college and highlight the CSU college prep course pattern.

- Cooperative efforts with church groups such as the Archdiocese of Los Angeles to reach minority students, low income families, and recent immigrants.

- Intermediate school college readiness program to help students succeed in English and mathematics prerequisites to the high school college preparatory curriculum.

- Expansion of regional counselor conferences to disseminate and explain information about new requirements, especially phase in provisions and the visual and performing arts.

- Introduction of workshops for high school principals to acquaint them with CSU efforts to improve college preparation and strengthen the relationship between secondary and postsecondary education.

- Expansion of the Step-to-College Program which enables promising minority high school juniors and seniors to take a course or two at a nearby CSU campus.

- Expansion of summer bridge programs to assist newly admitted students not fully prepared to meet the demands of university instruction.

- Publication of a new outreach booklet which includes a section on the admission requirements.

- Increasing the number of editions of the CSU School and College Review to improve dissemination of information on the 1988 requirements in a more timely manner.

Conclusion

Given the information presented in this report and the associated studies, CSU is convinced that the announced implementation schedule for the new course requirements is feasible and that modifications in that schedule are not warranted at this time. CSU will continue its monitoring of the capacity of high schools to offer required courses as reported annually by PACE and the tendency of students to complete these courses as reported annually by the State Department of Education. CSU will also continue its studies of the effects of the requirements throughout the implementation period and will carefully consider all new information as it becomes available.

THE CALIFORNIA STATE UNIVERSITY
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ATTACHMENT A

Code: ESSIR 86-27

Date: August 20, 1986

Reply Requested by
November 3, 1986

To: Presidents

From: William E. Vandament
Provost and Vice Chancellor
Academic Affairs

Subject: Additional Services to High Schools With Significant Minority Enrollments

The 1986 Budget Act contains supplementary language concerning the new CSU admission standards. Key elements of the budget language are: (1) CSU is to review the availability of college preparatory course offerings; (2) CSU campuses are to designate a staff member to work with each public high school having 25% or more minority enrollment to inform students of CSU admission requirements and help students to meet those requirements; (3) campuses are to use CSU students to assist students in high schools having high minority enrollments. Therefore, the budget language calls on us to:

- determine high school college preparatory course availability,
- formalize our high school contacts, and
- increase the participation of CSU students in conducting outreach to high schools having significant enrollments of minority students.

Although the status of budget language is in doubt, it is clear that the admissions issue will continue for some time to be a significant factor in our relations with community and student groups, and will be of continuing interest to the legislature and budget review agencies. It is important that CSU representatives be in a position next spring to demonstrate that we are committed fully to a comprehensive program or monitoring and offering assistance to the state's high schools. Therefore, these activities should begin as soon as possible after school starts this fall. Campuses should be prepared to evaluate the effect of these additional efforts and plan to submit a progress report by March 1, 1987, including a brief summary of the activities underway

(More)

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CSU Academic Senate
California State Student Association
Chancellor's Office Staff
Department of Finance
Legislative Analyst

at each high school designated. Details on the information to be included in the report will be provided later.

Part One of Budget Language: Reviewing Availability of College Preparatory High School Courses

The Chancellor's Office will prepare a report for the legislature on implementation of the 1988 admission requirements that will address the availability of high school courses that meet the new requirements. Therefore, we need the assistance of CSU campus staff who are most familiar with the course offerings of high schools in their respective service areas. Of special interest is the adequacy of course offerings that meet the requirement in the visual and performing arts.

The high schools listed in Attachment A are the ones most likely to be experiencing difficulty in offering the required courses. A good way to begin the review would be to obtain a copy of high school class schedules, determine the number of sections of the required courses, then talk with the school's college counselor. If a school is having problems offering the full complement of courses and sections, the CSU representative should identify those difficulties as precisely as possible and determine the extent to which the CSU campus can provide assistance.

By November 3, 1986, campuses should submit (1) a listing of high schools that are unable to offer the required courses, (2) a summary of the nature of the problems, and (3) a description of any assistance being provided by the CSU campus. If staff find that all high schools in their service area are able to offer the required courses, please send a memorandum to that effect.

Part Two of Budget Language: Designating CSU Campus Representatives to High Schools Having 25% or More Minority Enrollment

Attachment A is a listing of 447 public high schools having 25% or more minority enrollment grouped generally by CSU campus service area. Minor adjustments have been made to distribute equitably the workload in the Los Angeles Basin. The respective CSU campuses are to designate a representative to serve each of the high schools listed.

No additional funds are being allocated to support the work of CSU representatives to high schools that have 25% or more minority enrollment but do not qualify for the special assistance described in section three for high schools with 60% or more minority enrollment. It is felt the funds will have more impact if invested in advising and counseling provided by CSU students and concentrated on high schools with high minority enrollments. Staff calling on high schools with 25% or more non-white enrollment should ensure that CSU is doing all that is possible within existing resources to strengthen the educational preparation of students in those schools.

CSU campuses have a wide array of programs for assisting high schools with preparation of their students for college, disseminating information on the availability of postsecondary education opportunities, and providing information to assist with college choice. EOP, SAA, School Relations, Admissions, MESA, and other CSU program staff are already active in many of the high schools the budget language calls on CSU to serve. Therefore, in many instances the representative identified will be a staff member already serving targeted high schools. Please submit the names of staff who will be the campus representative to each high school listed in your area.

Part Three of Budget Language: Increasing CSU Student Participation in Outreach

Of the 447 public high schools having at least 25% minority enrollment, about 160 have at least 60% minority enrollment and collectively enroll the majority of minority students statewide. Lottery funds in the amount of $500,000 are being made available to enable selected CSU campuses to respond more effectively to this element of the budget language through wider participation of CSU students in CSU outreach activities at these 160 high schools. These schools are identified in Attachment A by underlining. Funds will be distributed to CSU campuses at the rate of $3,000 for each underlined high school on their portion of the attached listing. These funds will assist campuses in getting more CSU students involved in informing students in designated high schools about the 1988 admission requirements and assisting them in qualifying for CSU admission.

As there is little time to initiate the additional efforts called for in the budget language, you are encouraged to use existing programs and provisions wherever possible. Since expenditure of lottery funds must be related to instruction, students' service should be related to knowledge derived from their classwork such as theories of organization, learning, and human growth and development. CSU campuses have a variety of opportunities for CSU students to participate in civic service internship and learning experiences. These provisions can be expanded to include service in high schools having significant numbers of students from groups underrepresented in higher education.

Following are some examples of opportunities for the practical application of concepts and theories learned in class that campuses may wish to consider as vehicles for assuring that CSU students are more involved in outreach in high schools.

- Student Assistant Program
- Student Volunteers
- Student Internships
- Cooperative Education
- Fieldwork Experience
- Career Development Opportunities
- Student Development Programs
- Scholarships or Stipends
- College Work Study Programs
- Work Study Reimbursements
- Graduate Fellowships

We know that some campuses have been using student assistants to conduct outreach to high schools. The lottery funds available to carry out part three of the budget language may be used to expand or initiate such programs. Attachment B provides information on the student assistant classification. It is important to relate student assistant activities supported by lottery funds to instruction. Holding periodic seminars or special classes for the student assistants engaged in outreach is one way to do this.

It is essential that CSU student representatives be selected carefully, oriented and trained appropriately, supervised, and provided with necessary logistical support at the CSU campus and high school site. Priority should be given to those who have demonstrated interest in preparing for a career in education and who are from groups underrepresented in higher education.

The new admission standards for entrance to a CSU teacher education credential program require candidates to successfully complete, prior to admission to a credential program, a qualitative early field experience in a school setting under university or university-authorized supervision. CSU schools of education may wish to take advantage of the opportunity these funds provide to enable prospective teacher education applicants to meet this requirement.

Administrators on campuses receiving funding to serve designated intermediate schools in their service area under provisions of the new intermediate school College Readiness Program (see ESSIR 86-21 - 1986-87 Program Change Proposal: Intermediate School College Readiness Program) should be alert to opportunities to coordinate these special services to high schools with those of the intermediate school program. Both programs rely heavily on CSU student service to public schools having large minority enrollments.

Given the nature of the special service activities of CSU students under this program, there does not appear to be a significant risk of state liability resulting from injuries to a student or to a third party as a result of a student's participation in the program. However, campuses are advised to closely examine all of their special service programs and the high school sites which are selected. Campuses should carefully evaluate the potential risk related to various assignments. Campuses should also try to schedule and design programs with the specific intent of minimizing risk to students and third parties. In rare instances where it seems appropriate, campuses should consider seeking a release of liability from the student, and/or a hold harmless and indemnification agreement from the participating high school or school district. Attachment C is a copy of a sample student release. An indemnification agreement with the high school or school district should provide that the high school or school district agrees to hold harmless and indemnify the Trustees of the California State University and all of their officers, agents and employees from any and all claims, judgments, demands, etc. arising in any manner from the placement of CSU students in their school.

Use of Funds

Since $3,000 per high school is a modest amount, it is important that careful, realistic planning precede the assignment of CSU students. Because the funds are so limited and there is little time to select and train CSU students, we recommend that service be confined primarily to supplying information on college admission requirements and counseling students on the preparation necessary to handle university study rather than providing tutoring in the traditional sense. The assistance should generally be limited to tenth graders. CSU staff should work with principals and head counselors to identify high school students most in need of advising with respect to preparing for college and who will need the greatest assistance in meeting CSU admission requirements. Group advising sessions or workshops may yield the most impact from the resources available.

These funds may be spent for (1) student remuneration, (2) travel to and from school sites, and (3) materials and supplies for seminars or classes associated with student services. We recommend that most of the funds be used to pay students for their service. These funds will be available until June 30, 1987.

Four CSU campuses will not receive these funds since none of the underlined high schools is located in their service areas. However, a portion of these funds will be set aside to support students from those four campuses who may elect to make special arrangements to serve targeted schools.

Specific allocation, accounting, and budget reporting instructions will be included in budget letters to be issued by the Office of Budget Planning and Administration to accomplish the intent of this lottery revenue program. In addition to the $500,000 for this purpose, $20,835 will be allocated to campuses for administrative costs associated with implementing this program.

Additional resources from lottery funds will be made available at a later date to support the development and expansion of civic service internships and service learning programs in organizations in addition to schools. A task force is being formed and information will be provided to you at a later date.

Conclusion

As noted earlier, campuses are to submit (1) a report on the availability of college preparatory course offerings at high schools in their service areas and (2) names of staff who have been designated to serve the high schools listed in the attachment. These submissions should be sent to Dr. George Hutchinson, Educational Support Services and Institutional Relations, by November 3, 1986. For high schools that are underlined, responsible campuses should evaluate the extent to which those schools are now being served and begin to determine how the anticipated lottery funds can be used most effectively to respond to the budget language by supporting CSU student outreach activities in those schools. Questions about this memorandum should be directed to Dr. Hutchinson at 8-635-5547 or (213) 590-5547.

WEV:lem

Attachments (3)

ATTACHMENT A
ESSIR 86-27

CALIFORNIA PUBLIC HIGH SCHOOLS WITH 25% + NON-WHITE ENROLLMENT

CAMPUS	SCHOOL	DISTRICT
BAKERSFIELD	Alpaugh	Alpaugh Unified
	Arvin	Kern Union
	Avenal High	Reef-Sunset Unified
	Bakersfield	Kern Union
	Big Pine	Big Pine Unified
	Corcoran High	Corcoran Unified
	Delano High	Delano Union
	Desert	Muroc Joint Unified
	E. Bakersfield	Kern Union
	Exeter	Exeter Union
	F.I.N.D.	McFarland Unified
	Foothill	Kern Union
	Hanford High	Hanford Joint
	Highland	Kern Union
	Lindsay	Lindsay Unified
	McFarland	McFarland Unified
	Mojave	Mojave Unified
	Monache High	Porterville Union
	Porterville	Porterville Union
	Shafter	Kern Union
	South	Kern Union
	Strathmore	Strathmore Union
	Tulare High	Tulare Joint
	Tulare Western	Tulare Joint
	Wasco High	Wasco Union High
	Woodlake High	Woodlake Union
CHICO	Colusa High	Colusa Unified
	Elk Creek	Stony Creek Unified
	Hamilton	Hamilton Union
	Lindhurst	Marysville Joint Unified
	Live Oak	Live Oak Unified
	Maxwell High	Maxwell Unified
	Pierce High	Pierce Joint Unified
	Wheatland	Wheatland Union
	Yuba City	Yuba City Unified
DOMINGUEZ HILLS	Banning	Los Angeles Unified
	Carson	Los Angeles Unified
	Centennial	Compton Unified
	Compton	Compton Unified
	Cooper	Los Angeles Unified
	Dominguez	Compton Unified

DOMINGUEZ HILLS (Cont'd)	Gardena	Los Angeles Unified
	Hawthorne	Centinela Valley
	Inglewood	Inglewood Unified
	Jefferson	Los Angeles Unified
	Leuzinger	Centinela Valley
	Locke	Los Angeles Unified
	Lynwood High	Lynwood Unified
	Manual Arts	Los Angeles Unified
	Morningside	Inglewood Unified
	Narbonne	Los Angeles Unified
	North High	Torrance Unified
	San Pedro	Los Angeles Unified
	Torrance	Torrance Unified
FRESNO	Caruthers High	Caruthers Union
	Central High	Central Unified
	Coalinga High	Coalinga/Huron Unified
	Dinuba High	Dinuba Joint
	Edison	Fresno Unified
	Firebaugh	Firebaugh-Las Deltas
	Fowler High	Fowler Unified
	Fresno	Fresno Unified
	H. Hoover	Fresno Unified
	Kerman High	Kerman Unified
	Kingsburg	Kingsburg Joint
	Laton High	Laton Joint Unified
	Madera High	Madera Unified
	McLane	Fresno Unified
	Parlier High	Parlier Unified
	Reedley High	Kings Canyon Unified
	Riverdale High	Riverdale Joint
	Roosevelt	Fresno Unified
	Sanger High	Sanger Unified
	Selma High	Selma Unified
	Tranquillity	Tranquillity Union
	Washington	Washington Union
	Crosi High	Cutler-Orosi
	Golden West	Visalia Unified
	Redwood	Visalia Unified
	Visalia Ind.	Visalia Unified
FULLERTON	Anaheim	Anaheim Union
	Bolsa Grande	Garden Grove Unified
	Buena Park	Fullerton Joint
	California	Whittier Union
	El Modena	Orange Unified
	Fullerton High	Fullerton Joint
	Garden Grove	Garden Grove Unified
	Glen High	Norwalk-La Mirada

FULLERTON (Cont'd)	Irvine High	Irvine Unified
	Katella	Anaheim Union
	Kennedy	Anaheim Union
	La Habra High	Fullerton Joint Union
	La Mirada	Norwalk-La Mirada
	La Quinta	Garden Grove Unified
	La Serna	Whittier Union
	Loara	Anaheim Union
	Los Amigos	Garden Grove Unified
	Magnolia	Anaheim Union
	Norwalk	Norwalk-La Mirada
	Orange High	Orange Unified
	Pioneer	Whittier Union
	Rancho Alamitos	Garden Grove Unified
	Saddleback	Santa Ana Unified
	Santa Ana	Santa Ana Unified
	Santa Fe	Whittier Unified
	Santiago High	Garden Grove Unified
	Savanna	Anaheim Union
	Sunny Hills	Fullerton Joint Union
	Teen Parent	Santa Ana Unified
	Valencia High	Placentia Unified
	Valley High	Santa Ana Unified
	Western	Anaheim Union
	Whittier	Whittier Union
HAYWARD	Alameda High	Alameda City Unified
	Albany High	Albany City Unified
	American High	Fremont Unified
	Arroyo High	San Lorenzo Unified
	Berkeley High	Berkeley Unified
	Castlemont	Oakland Unified
	De Anza	Richmond Unified
	El Cerrito	Richmond Unified
	Ells High	Richmond Unified
	Emery High	Emery Unified
	Encinal High	Alameda City Unified
	Farwest	Oakland Unified
	Fremont	Oakland Unified
	Hayward High	Hayward Unified
	James Logan	New Haven Unified
	John Swett	John Swett Unified
	Kennedy High	Fremont Unified
	Kennedy High	Richmond Unified
	Liberty	Liberty Union
	McClymonds	Oakland Unified
	Mt. Eden High	Hayward Unified
	Newark Memorial	Newark Unified
	Oakland	Oakland Unified

HAYWARD (Cont'd)	Oakland Tech	Oakland Unified
	Pinole Valley	Richmond Unified
	Pittsburg	Pittsburg Unified
	Richmond	Richmond Unified
	San Leandro High	San Leandro Unified
	San Lorenzo	San Lorenzo Unified
	Skyline	Oakland Unified
	Street Academy	Oakland Unified
	Sunset High	Hayward Unified
	Tennyson High	Hayward Unified
	Vallejo Senior	Vallejo City Unified
HUMBOLDT	Happy Camp	Siskiyou Union
	Hoopa Valley	Klamath-Trinity
	Round Valley	Round Valley Unified
	Weed High	Siskiyou Union
	Yreka High	Siskiyou Union
LONG BEACH	Artesia High	ABC Unified
	Avalon	Long Beach Unified
	Bellflower	Bellflower Unified
	Bell Gardens	Los Angeles Unified
	Cerritos High	ABC Unified
	Costa Mesa	Newport-Mesa Unified
	Downey	Downey Unified
	El Rancho	El Rancho Unified
	Fremont	Los Angeles Unified
	Gahr High	ABC Unified
	Huntington Park	Los Angeles Unified
	Jordan	Long Beach Unified
	Lakewood	Long Beach Unified
	Millikan	Long Beach Unified
	Paramount	Paramount Unified
	Polytechnic	Long Beach Unified
	South Gate	Los Angeles Unified
	Warren	Downey Unified
	Westminster	Huntington Beach Union
	Whitney High	ABC Unified
	Wilson	Long Beach Unified
LOS ANGELES	Alhambra High	Alhambra City High
	Bell	Los Angeles Unified
	Belmont	Los Angeles Unified
	Blair	Pasadena Unified
	Burbank	Burbank Unified
	Burroughs	Burbank Unified
	Crenshaw	Los Angeles Unified
	Culver City	Culver City Unified
	Dorsey	Los Angeles Unified
	Downtown Business	Los Angeles Unified
	Eagle Rock	Los Angeles Unified

LOS ANGELES (Cont'd)	Franklin	Los Angeles Unified
	Garfield	Los Angeles Unified
	Glendale	Glendale Unified
	Hoover	Glendale Unified
	Johnson	Los Angeles Unified
	Jordan	Los Angeles Unified
	L.A. Center	Los Angeles Unified
	Lincoln	Los Angeles Unified
	Los Angeles	Los Angeles Unified
	Mark Keppel	Alhambra City High
	Marshall	Los Angeles Unified
	Marshall	Pasadena Unified
	Monrovia High	Monrovia Unified
	Montebello	Montebello Unified
	Muir High	Pasadena Unified
	Pasadena	Pasadena Unified
	Ramona	Los Angeles Unified
	Roosevelt	Los Angeles Unified
	San Gabriel	Alhambra City High
	Schurr High	Montebello Unified
	Wilson	Los Angeles Unified
NORTHRIDGE	Birmingham	Los Angeles Unified
	Canoga Park	Los Angeles Unified
	Channel Islands	Oxnard Union
	Chatsworth	Los Angeles Unified
	Cleveland	Los Angeles Unified
	El Camino Real	Los Angeles Unified
	Fairfax	Los Angeles Unified
	Francis (John)	Los Angeles Unified
	Fillmore	Fillmore Unified
	Granada Hills	Los Angeles Unified
	Grant	Los Angeles Unified
	Hamilton	Los Angeles Unified
	Hollywood	Los Angeles Unified
	Hueneme	Oxnard Union
	Kennedy	Los Angeles Unified
	Monroe	Los Angeles Unified
	Moorpark	Moorpark Unified
	North Hollywood	Los Angeles Unified
	Oxnard	Oxnard Union
	Palisades	Los Angeles Unified
	Reseda	Los Angeles Unified
	Rio Mesa	Oxnard Union
	San Fernando	Los Angeles Unified
	Santa Monica	Santa Monica-Malibu
	Santa Paula	Santa Paula Union
	Sylmar	Los Angeles Unified
	Taft	Los Angeles Unified

NORTHRIDGE (Cont'd)	University	Los Angeles Unified
	Van Nuys	Los Angeles Unified
	Venice	Los Angeles Unified
	Verdugo Hills	Los Angeles Unified
	Westchester	Los Angeles Unified
POMONA	Arroyo	El Monte Union
	Azusa High	Azusa Unified
	Baldwin Park	Baldwin Park Unified
	Bassett	Bassett Unified
	Bonita	Bonita Unified
	Chaffey	Chaffey Union High
	Chino Senior	Chino Unified
	Covina	Covina-Valley Unified
	Diamond Bar	Walnut Valley Unified
	Dominga	Chaffey Union High
	Don Antonio	Chino Unified
	Duarte	Duarte Unified
	Edgewood	West Covina Unified
	El Monte	El Monte Union
	Ganesha	Pomona Unified
	Garey	Pomona Unified
	Gladstone	Azusa Unified
	J.A. Rowland	Rowland Unified
	La Puente	Hacienda-La Puente
	Los Altos	Hacienda-La Puente
	Montclair	Chaffey Union High
	Nogales	Rowland Unified
	Northview	Covina-Valley Unified
	Ontario	Chaffey Union High
	Pomona	Pomona Unified
	Rosemead	El Monte Union
	San Dimas	Bonita Unified
	San Marino	San Marino Unified
	Sierra Vista	Baldwin Park Unified
	So. Pasadena	So. Pasadena Unified
	South Hills	Covina-Valley Unified
	Walnut High	Walnut Valley Unified
	West Covina	West Covina Unified
	Wilson	Hacienda-LaPuente
	Workman	Hacienda-LaPuente
SACRAMENTO	Burbank	Sacramento Unified
	Center High	Center Unified
	Cordova	Folsom-Cordova Unified
	Delta High	River Delta Joint
	Esparto High	Esparto Unified
	Grant Union	Grant Joint Union

SACRAMENTO (Cont'd)	H. Johnson	Sacramento Unified
	Highlands	Grant Joint Union
	J. Kennedy	Sacramento Unified
	McClatchy	Sacramento Unified
	River City	Washington Unified
	Sacramento	Sacramento Unified
	T.A.P.E. Program	Yolo County Super
	Valley High	Elk Grove Unified
	Winters High	Winters Joint Unified
	Woodland Senior	Woodland Joint Unified
SAN BERNARDINO	Alternative Stu	Fontana Unified
	Banning	Banning Unified
	Barstow High	Barstow Unified
	Bloomington	Colton Joint
	Cajon High	San Bern City Unified
	Colton High	Colton Joint
	Corona	Corona-Norco Unified
	Eisenhower	Rialto Unified
	Indio High	Desert Sands Unified
	Moreno Valley	Moreno Valley Unified
	Needles	Needles Unified
	Norte Vista	Alvord Unified
	North (John)	Riverside Unified
	Palm Springs	Palm Springs Unified
	Palo Verde High	Palo Verde Unified
	Perris High	Perris Union High
	Ramona High	Riverside Unified
	Redlands	Redlands Unified
	Rubidoux High	Jurupa Unified
	San Bernardino	San Bern City Unified
	San Gorgonio	San Bern City Unified
	San Jacinto	San Jacinto Unified
	Silver Valley	Silver Valley Unified
	Victor Valley	Victory Valley Union
SAN DIEGO	Bonita Vista	Sweetwater Union High
	Borrego Springs	Borrego Springs Unified
	Brawley High	Brawley Union
	Calexico High	Calexico Unified
	Calipatria High	Calipatria Unified
	Castle Park	Sweetwater Union High
	Central	Central Union
	Chula Vista	Sweetwater Union
	Clairemont	San Diego City Unified
	Coachella Valley	Coachella Valley Unified
	Crawford	San Diego City Unified
	Del Rey	Sweetwater Union
	El Camino	Oceanside City Unified
	Gompers Second	San Diego City Unified

SAN DIEGO (Cont'd)	Henry	San Diego City Unified
	Hill Top	Sweetwater Union
	Holtville	Holtville Unified
	Hoover	San Diego City Unified
	Imperial	Imperial Unified
	Kearny	San Diego City Unified
	Lincoln	San Diego City Unified
	M. O'Farrell	San Diego City Unified
	Madison	San Diego City Unified
	Mar Vista	Sweetwater Union
	Mira Mesa Jr.	San Diego City Unified
	Mission Bay	San Diego City Unified
	Mission Beach	San Diego City Unified
	Montgomery	Sweetwater Union
	Morse	San Diego City Unified
	Mt. Miguel	Grossmont Union
	Oceanside	Oceanside City Unified
	Plato School	Oceanside City Unified
	Point Loma	San Diego City Unified
	San Diego	San Diego City Unified
	San Pasqual	San Pasqual Valley
	Serra Junior	San Diego City Unified
	Southwest	Sweetwater Union
	Sweetwater	Sweetwater Union
	University City	San Diego City Unified
	Vista High	Vista Unified
	Wiggin Spec Day	San Diego City Unified
SAN FRANCISCO	Abraham Lincoln	San Francisco Unified
	Aragon High	San Mateo Union
	Balboa	San Francisco Unified
	Bay	San Francisco Unified
	Burlingame High	San Mateo Union
	Burton	San Francisco Unified
	Capuchino High	San Mateo Union
	College Park	San Francisco Unified
	East Union	Manteca Unified
	El Camino	So. San Fran Unified
	Galileo	San Francisco Unified
	Hill Top	San Francisco Unified
	Hillsdale High	San Mateo Union
	Int'l Studies	San Francisco Unified
	J. O'Donnell	San Francisco Unified
	J. McAteer	San Francisco Unified
	Jefferson	Jefferson Union
	Lincoln High	Lincoln Unfied
	Lowell	San Francisco Unified
	McLaren Park	San Francisco Unified
	Mission	San Francisco Unified
	Newcomer	San Francisco Unified

SAN FRANCISCO (Cont'd)	Oceana High	Jefferson Union
	Raoul Wallenberg	San Francisco Unified
	San Mateo	San Mateo Union
	So. San Francisco	So. San Fran Unified
	Terra Nova	Jefferson Union
	Washington	San Francisco Unified
	Westmoor High	Jefferson Union
	Woodrow Wilson	San Francisco Unified
SAN JOSE	Alisal High	Salinas Union High
	Carlmont High	Sequoia Union
	Fremont	Fremont Union
	Gonzales	Gonzales Union
	Hill (Andrew P.)	Eastside Union
	Independence	Eastside Union
	King City	King City Joint
	Lick (James)	Eastside Union
	Lincoln	San Jose Unified
	Live Oak	Morgan Hill Unified
	Los Altos	Mountain View-Los Altos
	Menlo-Atherton	Sequoia Union
	Milpitas High	Milpitas Unified
	Monterey High	Monterey Peninsula
	Mt. Pleasant	Eastside Union
	No. Monterey	No. Monterey Co. Unified
	No. Salinas	Salinas Union High
	Oak Grove	Eastside Union
	Overfelt	Eastside Union
	Piedmont Hills	Eastside Union
	Salinas High	Salinas Union High
	San Benito	San Benito Joint
	San Jose	San Jose Unified
	Santa Clara	Santa Clara Unified
	Santa Teresa	Eastside Union
	Seaside High	Monterey Peninsula
	Sequoia High	Sequoia Union
	Silver Creek	Eastside Union
	Watsonville	Pajaro Valley
	Wilcox	Santa Clara Unified
	Willow Glen	San Jose Unified
	Woodside High	Sequoia Union
	Yerba Buena	Eastside Union
SAN LUIS OBISPO	Blackford	Campbell Union
	Cabrillo	Lompoc Unified
	Carpinteria	Carpinteria Unified
	Cuyama Valley	Santa Maria Joint
	San Marcos	Santa Barbara High
	Santa Barbara	Santa Barbara High
	Santa Maria	Santa Maria Joint

SONOMA	Armijo	Fairfield-Suisun
	Dixon High	Dixon Unified
	Fairfield	Fairfield-Suisun
	Geyserville	Geyserville Unified
	Hogan Senior	Vallejo City Unified
	Vanden	Travis Unified
STANISLAUS	Atwater High	Merced Union High
	Dos Palos	Dos Palos Joint Union
	Edison Senior	Stockton City Unified
	Franklin	Stockton City Unified
	Gateway High	Stockton City Unified
	Juvenile Hall	Modesto City
	Le Grand	Le Grand Union High
	Livingston	Merced Union High
	Los Banos	Los Banos Unified
	Merced, East	Merced Union
	Merced, North	Merced Union
	Modesto	Modesto City
	Orestimba	Newman-Crows Landing
	Patterson	Patterson Joint
	Riverbank	Oakdale Joint
	Stagg Senior	Stockton City Unified
	Tracy High	Tracy Joint Union

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802
(213) 590-5596

Attachment B
ESSIR 86-27

Code: FSA 81-13
Supplement No. 1

Date: July 28, 1981

To: Presidents

From: Robert E. Tyndall
Acting Vice Chancellor
Faculty and Staff Affairs

Subject: Use of Student Assistant Classes

This FSA is a revision of FSA 81-13 which it replaces. There have been numerous recent campus inquiries regarding the need for policy clarification concerning the use of the Student Assistant Classes (Class Codes 1870 and 0100). It is important that the limited nature and the restrictions upon the use of the Student Assistant classes be reaffirmed. It should be noted, however, that since appointments to Work Study Classes (Class Codes 1871 and 1872) are subject to Federal Work Study guidelines, the policy statements which follow do not apply to work study classes.

The Student Assistant classes (Class Codes 1870 and 0100) were designed for people who are primarily students and also work on campus part time. This is in contrast to persons who are full time employees and part time or sometime students. The Student Assistant's commitment to her/his studies is such that full time work is appropriate only when school is not in session.

1. The Student Assistant class is intended to provide a vehicle for students to work part time while they are in school, partially to enable them to gain valuable experience related to their educational goals and partially to assist them with financial support during the period when they are in school. It is not intended that the Student Assistant classes be used when a position would be better covered by one of the

(over)

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CSUC/20

established classes. At present a number of staff positions are occupied by employees who are also part time students. It is expected that this practice will continue.

2. When school is not in session due to quarter/semester breaks and summer recess, Student Assistants may work up to a maximum of 40 hours per week but shall not be scheduled to work overtime. The Controller's Office will not issue payments to Student Assistants in excess of 168 hours for a 21-day pay period, nor in excess of 178 hours for a 22-day pay period without approval of this office. Also note that Student Assistants do not earn credits for holiday pay.

3. When school is in session, Student Assistants may work up to, but normally not in excess of, 20 hours per week. Under emergency or other unusual situations, it is permissible for Student Assistants to work up to 30 hours in a week. If Student Assistants work in excess of 20 hours per week on some occasions, there should be a balancing assignment in other weeks so that the overall average will not greatly exceed 20 hours per week. Campuses are to monitor instances of excessive weekly workloads for Student Assistants to insure conformity to this FSA.

Questions regarding use of appropriate student and established classes should be directed to*William Lahey or*Wally Moore -- ATSS 635-5606 or 5588 or (213) 590-5606 or 5588. Questions regarding payroll/ appointment processing should be directed to*M.L. McCarty at ATSS 635-5584 or (213) 590-5584.

* Questions should now be directed to Toby Osos at (213) 590-5683 or ATSS 635-5683.

Attachment C
ESSIR 86-27

RELEASE

In consideration of being allowed to participate in (describe activity), I _____(name)_____ hereby release and hold harmless the State of California, the Trustees, The California State University and each and every officer, agent, and employee of each of them from all claims in connection with my participation in the above described activity.

I have read this Release and understand the terms used in it. This Release is freely and voluntarily given, allowing my participation in the activity described above.

_____ _____
Participant's Signature Date

_____
Witness

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275
(213) 590-5545

ATTACHMENT B

Code: ESSIR 86-32

Date: September 23, 1986

To: Vice Presidents/Deans of Student Affairs

Revised Response Date
December 1, 1986

From: Charles W. Lindahl
State University Dean
Educational Support Services and Institutional Relations

Subject: Availability of College Preparatory High School Courses

The recent memorandum ESSIR 86-27, "Additional Services to High Schools With Significant Minority Enrollments" (August 20, 1986) called on CSU staff to review the availability of college preparatory high school courses and submit a report by November 3, 1986 including (1) a listing of high schools unable to offer the required courses, (2) a summary of the nature of the problems, and (3) a description of any assistance being provided by the CSU campus. We are pleased to learn that these efforts are getting underway.

Campus representatives have informed us that a standard survey form would expedite this process and achieve greater uniformity in the responses. Such a form is attached. Since budget language encourages the CSU to establish closer ties between CSU campuses and high schools having high enrollments of students from groups underrepresented in higher education, we have set up the form to be returned to the respective campuses. Please be sure to enter the appropriate person or office on your campus to whom the form is to be returned.

We are extending the filing date for campus reports from November 3 to December 1, 1986. The later response date applies to both reports requested in ESSIR 86-27: (1) availability of college preparatory courses, and (2) names of staff designated to serve the high schools listed in the attachment to ESSIR 86-27. Please direct any questions to Dr. George Hutchinson at 8-635-5547 or 213/590-5547.

CWL:lem

Attachment

Distribution: ATTENTION: DEANS/DIRECTORS OF ADMISSIONS AND RECORDS
DIRECTORS, RELATIONS WITH SCHOOLS

Presidents
Vice Presidents, Academic Affairs
Coordinators, Student Affirmative Action
Chancellor's Office Staff

THE CALIFORNIA STATE UNIVERSITY
October 1986

Dear Principal:

You are undoubtedly aware that the California State University has established new college preparatory course requirements for freshmen effective fall 1988 (see May 1986 CSU School and College Review for phase in provisions).

4 years of English (presently required)
3 years of mathematics (2 years presently required)
1 year of U.S. History or U.S. History and government
1 year of laboratory science
2 years of foreign language *
1 year in the visual and performing arts
3 years of approved electives

* Students with competency in a language other than English may qualify for an exemption. (See September 1986 CSU Review.)

To develop a better understanding of your school's situation and determine whether the CSU can provide assistance as you deal with shifts in course demands, we request your assistance in providing information about any difficulties you and your staff may be experiencing in providing the required courses.

If your school is having problems offering the required courses, please list the problem courses and indicate the nature of any assistance the CSU might be able to provide. Please read carefully the definition of college preparatory visual and performing arts courses for CSU admission purposes as defined in the September 1986 CSU Review before listing such courses as problem courses. CSU will accept visual and performing arts courses that are not on University of California approved lists.

Your response will be included in a statewide report to be submitted to the California Postsecondary Education Commission. If we do not hear from you, we will assume that your institution has no problems offering the required courses and needs no assistance.

1. Is your high school able to offer the full complement of required courses and sections? YES_____ NO_____
   If your answer is YES, please enter your name at the bottom of this page and return it.
2. If your answer is NO, please list the course(s) you are having difficulty offering, explain the reason(s) for those difficulties, and describe assistance you would like from your nearest CSU campus.

Course(s):_____

_____

Difficulties:_____

_____

Assistance Desired: _____

_____

Please return additional pages if you have further comments.

_____

Name and Title of Person Completing Form High School

Thank you for your assistance with this survey. Please return this form not later than November 7, 1986 to:

(Local College Rep or Office and address)

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275
(213) 590-5545

ATTACHMENT C

Code: ESSIR 86-38

Date: November 18, 1986

To: Vice Presidents/Deans of Student Affairs

Reply Requested by March 2, 1987

From: Charles W. Lindahl
State University Dean
Educational Support Services and Institutional Relations

Subject: Additional Services to High Schools With Significant Minority Enrollments

Memorandum ESSIR 86-27, "Additional Services to High Schools With Significant Minority Enrollments," (August 20, 1986) called on CSU staff to submit two reports, the first due November 3, 1986 (subsequently delayed to December 1, 1986) and the second due March 2, 1987. The first report is to convey information on the availability of college preparatory high school courses and the names of campus staff serving high schools designated as needing additional services. On September 23, 1986, we sent ESSIR 86-32, "Availability of College Preparatory High School Courses" which specified the contents of the first report, provided a standard survey form for determining the availability of college preparatory high school courses, and delayed the response date for the report until December 1, 1986.

The purpose of this memorandum is to remind campuses of the December 1, 1986 due date and provide further information on the nature of the progress report due March 2, 1987. You may recall that ESSIR 86-27 included the following statement: "Campuses should be prepared to evaluate the effect of these additional efforts and plan to submit a progress report by March 2, 1987, including a brief summary of the activities underway at each high school designated." Whereas the first report covers the first two parts of the budget language cited in ESSIR 86-27, the second report addresses only part three - increasing CSU student participation in outreach.

Distribution: ATTENTION: DIRECTORS, RELATIONS WITH SCHOOLS
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Chancellor's Office Staff

We recognize that the March report must be limited to a progress report since it will be difficult to identify the effects of these additional resources or attribute any change to the additional services so soon after they have been initiated. Nevertheless, it is imperative that CSU representatives be in a position during the budget review process next spring to demonstrate that the system (1) has initiated a program for monitoring the capacity of high schools to offer the full complement of college preparatory courses and (2) is offering appropriate assistance to high schools having significant minority enrollments. Therefore, this report should focus primarily on the nature and scope of the additional services provided with these resources.

This progress report on part three of the budget language, increasing student participation in outreach, should include at least the following information. All responses should be limited to the additional services to high schools that are being provided by CSU students as a result of the lottery funds allocated under the provisions of ESSIR 86-27.

1. Number of high schools in your service area underlined in Attachment A of ESSIR 86-27. Number of those high schools receiving CSU student outreach services supported by lottery funds.

2. Please identify programs or provisions, both existing and new, through which your campus has increased CSU student participation in outreach to high schools with significant minority enrollments? (reference top p.4 of ESSIR 86-27) Please indicate the number of students participating under the aegis of each program.

3. Please provide examples of how outreach provided by CSU students is related to knowledge derived from their classwork, i.e., practical application of concepts and theories learned in class.

4. Please supply for each term the number of students earning academic credit for their participation in outreach under the provisions of ESSIR 86-27 and the cumulative number of units earned by all students each term. Also, please indicate typical course titles and average units earned for each course.

5. To what extent did your campus use these lottery funds to hire student assistants to work in outreach? Please report portion of funds used for this purpose and number of students so employed.

6. Please describe the selection, orientation, training, and supervision of the students assisting with outreach. Include detail on how students are being supervised and evaluated at the high school site.

7. Please describe any steps the campus has taken to minimize the potential for increasing state liability through greater use of CSU students to provide these additional services. (see p.5 of ESSIR 86-27)

8. Please describe the kind and extent of outreach services being provided by CSU students under the provisions of ESSIR 86-27?

   - o How many high school students are being assisted? Indicate the number of high school students being served at each grade level.
   - o What services are being provided? (e.g., supplying information on college admission requirements, advising students on the preparation necessary to handle university study, etc.)
   - o How are those services being provided? (individually, group sessions, workshops, etc.)
   - o How often do CSU students visit the school site? What is the average time spent at the site on each trip?

9. Please summarize the proportion of resources <u>provided under the provisions of ESSIR 86-27</u> that were used for:

	Funds	% of Total Allocation
Student salaries	$_____	_____%
Travel to and from school sites	$_____	_____%

Materials and supplies:

- For seminars and classes associated with student services $_____ _____%
- Other materials and supplies $_____ _____%

Other expenses (please itemize)

_____ $_____ _____%

_____ $_____ _____%

_____ $_____ _____%

10. Please describe barriers or problems your campus has encountered in providing increased CSU student participation in outreach to high schools and how they were resolved.

11. We welcome any insights or speculation you feel free to venture at this point about the effectiveness of greater CSU student participation in outreach activities.

Your dedication to increasing CSU services to high schools with significant minority enrollments is deeply appreciated. We look forward to receiving your report by March 2, 1987. We will need another report later, probably around July 1, 1987, that will focus primarily on assessment of effectiveness of these additional services. Reports and questions should be directed to Dr. Stephanie McGraw at (8) 635-5547 or (213) 590-5547.

CWL/njw

ATTACHMENT D

DRAFT 3.1

THE FALL 1986 FIRST-TIME FRESHMAN TRANSCRIPT STUDY REPORT

THE DIVISION OF
ANALYTIC STUDIES

OFFICE OF THE CHANCELLOR
THE CALIFORNIA STATE UNIVERSITY

JANUARY 1987

Summary.

This paper reports a study of the fall 1986 first-time freshman applicants to the CSU. The study was a replication of the transcript study of the fall 1985 first-time freshman. Both studies were part of the CSU's Monitoring Plan which monitors the changes in the academic programs taken in high school by prospective CSU students.

Transcripts were analyzed for a stratified random sample of fall 1986 first-time freshman applicants. The applicants were stratified by eligibility status and ethnicity. Analyses were performed of the degree to which the applicants had completed both the current subject requirements of four years of English and two years of mathematics and the 1988 comprehensive pattern of college preparatory subjects.

Eligible applicants were found to have taken more college preparatory subjects than ineligible applicants. Almost all of the eligible applicants had completed one or more years of both U.S. history and government and laboratory science. About three quarters had completed two years of foreign language and about two thirds had completed three or more years of mathematics. When allowance was made for the missing data, 84.6 percent of the eligible applicants had completed four years of English.

In the fall of 1986, regularly admissible applicants who had not completed four years of English and two years of mathematics were admitted on condition that they make up the missing subjects early in their undergraduate program. About eighty percent of the eligible applicants were admitted without condition and most of those admitted conditionally had not completed the English requirement.

Almost all of the eligible applicants had completed at least ten of the fifteen units in the 1988 comprehensive pattern of subjects. However, not all of these had also completed six out of the seven years of English and mathematics.

The 1986 eligible applicants were compared with those who applied in 1985. In all cases the differences were small and in most cases were not statistically significant. Wherever statistically significant differences were found, they were for minority applicants who showed an improvement in the number of college preparatory subjects taken in 1986.

Introduction.

At its November 1985 meeting, the Board of Trustees adopted a resolution that required the fall 1988 first-time freshmen applicants to have completed a comprehensive pattern of college preparatory subjects to be eligible for regular admission to the CSU. The comprehensive pattern of college preparatory subjects adopted by the Board of Trustees is:

English	4 years
Mathematics	3 years
U.S. History or U.S. History and Government	1 year
Science	1 year with laboratory
Foreign Language	2 years in the same language (subject to waiver for applicants who demonstrate equivalent competence)
Visual and Performing Arts	1 year
Electives	3 years (courses selected from English, advanced mathematics, social studies, laboratory science, agriculture, foreign language, and the visual and performing arts)

To ensure that the requirement did not cause undue hardship on students wishing to enroll in the CSU, the Board of Trustees approved a phase-in schedule to allow otherwise eligible students who do not have all fifteen units of the comprehensive pattern to be regularly eligible for admission on condition that they make up the missing subjects early in their undergraduate program.

The CSU also committed itself to a monitoring plan aimed at studying the effects of the comprehensive subject requirement on prospective students to ensure that the phase-in schedule ensured that prospective students would not be adversely affected by the requirement. This report is part of that monitoring plan. It is a study of the degree to which first-time freshmen applicants to the CSU for the fall 1986 term had completed the components of the comprehensive pattern of subjects that becomes effective fall 1988.

Background to the Study.

The passage of SB 813 required that high school students graduating in 1987 and thereafter have completed a mandated core curriculum of subjects. At about the same time, the State Board of Education adopted a model curriculum which it recommended for all high school graduates. These two measures came at a time when there was a national movement towards more rigorous high school programs and at a time when studies performed in the CSU had shown a definite

relationship between college preparatory high school programs and persistence in the CSU.

In the fall of 1984, the CSU introduced a requirement that regularly admitted first-time freshmen have completed four years of college preparatory English and two years of college preparatory mathematics. The adoption of SB 813 provided an opportunity for the CSU to expand this requirement to include a more comprehensive subject requirement. At its November 1984 meeting, the Board of Trustees adopted a resolution directing that "steps be initiated to prepare for the adoption of a comprehensive pattern of college preparatory subjects as an element of admission requirements for first-time freshmen commencing with the fall 1988 term." In the year that followed, the CSU engaged in an intensive study of the likely effects of the proposal. The study proceeded on two fronts. First, the CSU engaged in a statewide program of consultation with agencies that included intermediate and secondary school superintendents, the State Department of Education, K-12 curriculum organizations, and ethnic and minority organizations with educational interests. Second, the CSU conducted a number of empirical studies aimed at measuring the current and future impact of the existing and proposed subject requirements.

There were three major sources of data that provided the bases for the empirical studies. First, the CSU's Division of Institutional Research collected data on the fall 1978 first-time freshmen, which linked high school transcript information with subsequent CSU performance. The July 1981 report "High School Preparation and College Achievement" and the June 1985 Division of Analytic Studies report "Implications of the 1983 CPEC Eligibility Study and the CSU's Subject Requirements for the CSU's Eligibility Criteria" used these data to examine the relationship between college preparatory high school subjects and subsequent performance in the CSU. These two reports showed a positive relationship between college preparatory subjects taken in high school and subsequent performance in the CSU.

Second, the CSU used the high school transcript data collected by the University of California for the 1983 CPEC Eligibility Study to examine the effects of some components of the CSU's proposed subject requirements on the 1983 high school graduating population. At the time of the 1983 CPEC study, the CSU had no subject requirements and there was little pressure on CSU bound high school students to take an academic program. Nevertheless, the report by the Division of Analytical Studies titled "Implications of the 1983 CPEC Eligibility Study and the CSU's Subject Requirements for the CSU's Eligibility Criteria" established a baseline from which the 1986 CPEC Eligibility Study will provide a measure of the adjustment of the high school graduate population to the various pressures towards more rigorous academic programs.

Third, the Division of Analytic Studies undertook a study of the transcripts of the fall 1985 first-time freshmen applicants to the CSU. This study was the basis of the phase-in schedule which will permit first-time freshmen in the fall of 1988 to be regularly admitted if they are otherwise eligible but have completed between ten and fourteen and one-half units of the required fifteen unit pattern on condition that they make up the missing subjects after enrollment.

In addition the CSU was monitoring the effects of the four years of English/two years of mathematics requirement introduced in 1984. This

requirement was to be phased in over three years with partial waivers given in the first two years. California State University at Los Angeles requested and was granted permission to conditionally admit in the fall of 1985 otherwise eligible students lacking the partially waivered four/two requirement. CSULA felt that full implementation of the requirement as planned in the fall of 1986 would adversely affect some minority applicants. A study of the conditionally admitted students entering CSULA in the fall of 1985 showed a number of black students who had not completed the mathematics requirement and a number of Asians who had not completed the English requirement. When provided with this and other information, the Admissions Advisory Council advised the Chancellor that the four/two requirement should not be fully implemented in the fall of 1986 as planned. Instead, it advised the Chancellor to require that students have completed five of the six required units beginning in the fall of 1986 and continuing until the last term before fall 1988. This recommendation was adopted.

This case serves as a model of the way that the 1988 requirement for a comprehensive pattern of college preparatory subjects is to be introduced. The Division of Analytic Studies has developed a comprehensive plan which monitors the effects of the implementation schedule on the prospective student populations. The results of the studies of the monitoring plan will be reported to the Admissions Advisory Council which will advise the Chancellor regarding the policy implications, if any, that arise from the monitoring process. This study is one of the studies that comprise the monitoring plan.

Design of the Study.

This study was meant to be a replication of the 1985 first-time freshman transcript study. The population chosen for the study was the population of fall 1986 first-time freshman applicants who had submitted a high school transcript to a CSU campus by September 1, 1986. The date for submission used in the 1985 study was July 1, 1985, because the report had to be ready for the November meeting of the Board of Trustees. The September date was chosen for this 1986 study because it provided a more complete population of applicants from which to choose the sample and because the transcripts on file after September 1 were more likely to include the last semester of high school study.

On August 25, 1986, Vice Chancellor Vandament sent memo AS 86-27 to the campus presidents requesting that "each campus submit and ERSA file for all fall 1986 applicants with processing reflecting the status as of September 1, 1986. ERSA is the Enrollment Reporting System - Applicants, which is a database of applications for admission to the CSU. A copy of memo AS 86-27 is attached to this report as Appendix A.

The stratification used in the sampling design was the same as that used in the 1985 study. This stratification crossed two levels of eligibility (eligible and not eligible) with five levels of ethnicity (Asian, black, Hispanic, white, and other). The stratified sampling design is shown in Table 1.

The sample size for the four ethnic groups in the eligible category was 650. With a sample size of 650, the maximum 95 percent confidence interval around a sample percentage is plus or minus 3.84 percent. For the ineligible category, a sample size of 550 was used. With this sample size the maximum 95

percent confidence interval is plus or minus 4.2 percent. These confidence intervals were judged to be satisfactory for the purposes of the study. A smaller sample size was used for "others." The latter was included in the sample so that overall percentages could be computed.

TABLE 1

STRATIFIED SAMPLING DESIGN FOR THE 1986 TRANSCRIPT STUDY

	Ethnic Group					
Eligibility	Asian	Black	Hispanic	White	Other	Total
Eligible	650	650	650	650	325	2925
Ineligible	550	550	550	550	275	2475
Total	1200	1200	1200	1200	600	5400

When all campuses had submitted their ERSA files, the total population of first-time freshman applicants for whom transcripts were available was crosstabulated into the cells shown in Table 1. The population of applicants is shown in Table 2. Only those applicants whose eligibility had been determined were included in the population.

TABLE 2

POPULATION OF FIRST-TIME FRESHMEN APPLICANTS FOR THE FALL OF 1986 AS OF SEPTEMBER 1, 1986

		Ethnic Group				
Eligibility	Total	Asian	Black	Hispanic	White	Other
Eligible	34,935	5,415	1,002	2,935	22,637	2,946
	76.2%	73.5%	33.9%	59.6%	85.1%	73.8%
Ineligible	10895	1950	1954	1987	3958	1046
	23.8%	26.5%	66.1%	40.4%	14.9%	26.2%
Total	45,830	7,365	2,956	4,922	26,595	3,992

To generate the sample, a random number generator was used to select applicants from the ERSA file for the sampling design shown in Table 1 so that each applicant in each cell had an equal probability of being selected for that cell. For example, the program generated a random number between zero and one for each of the 5,415 eligible Asian applicants and selected an applicant for the study if the random number was less than 0.12004. This procedure would produce a sample of approximately 650 eligible Asians so that each of the 5,415 eligible Asians had an equal chance of being in the sample. There were 5,408 applicants in the total sample.

A set of labels was generated with the social security number and name of each of the applicants in the sample. Also on the label were the eligibility status, high school grade point average, test scores and number of units of college preparatory English and mathematics where these were available from the ERSA file. These labels were sent to the campuses with a memo from Vice Chancellor Vandament requesting that the high school transcripts for applicants in the sample be photocopied and sent to the Chancellor's Office. A copy of this memo is attached as Appendix Item B.

The high school transcripts were evaluated by campus admissions and records personnel experienced in the evaluation of academic records. A set of guidelines for the evaluations was developed by the Division of Educational Support Services for the evaluators. A copy of the guidelines is attached as Appendix Item C. The evaluators counted the number of college preparatory and noncollege preparatory subjects taken in each of the subject categories shown above. They also counted other college preparatory subjects and all the noncollege preparatory subjects. If the high school grade point average was not on the label, the evaluator computed it. If test scores were not on the label, the evaluator read them off the transcript. The evaluators entered their evaluations on coding sheets designed specially for the study. A copy of a blank coding sheet is attached as Appendix Item D.

As completed coding sheets were returned to the Chancellor's Office, the data were entered and checked for data entry errors. The data from the transcript evaluators were linked to the data in the ERSA file. In all, 5,400 transcripts were returned by the campuses. When the data were entered it was found that a further 327 transcripts had sufficient missing data to prevent a determination of eligibility to be made. Usually this was because the grade point average was missing or the subject counts were missing. This meant that the final sample used in the study comprised 5,073 students.

TABLE 3

SAMPLE GENERATED FOR THE 1986 TRANSCRIPT STUDY

	Ethnic Group					
Eligibility	Asian	Black	Hispanic	White	Other	Total
Eligible	631	602	636	665	314	2848
Ineligible	485	533	498	467	242	2225
Total	1116	1135	1134	1132	556	5073

The eligibility status of the sample was determined from the data supplied by the transcript evaluators. That is, applicants were classified as eligible if they satisfied the Eligibility Index and were missing no more than one year of the four years of college preparatory English and two years of college preparatory mathematics subject requirements. The sample sizes actually obtained are shown in Table 3.

Results and Analyses.

To relate the percents calculated from the sample data to the population, each record in the sample was weighted. The weights, computed from the sampling design ensured, that percents computed for all applicants were representative of the population of applicants. The first analysis performed involved counting the number of years of each subject that had been taken by the applicants. This is given in Table 4 for all applicants. Table 4 shows that 54.9 percent of the sample completed three or three and one-half years of English. While not shown in the table, 41.7 percent of the total sample completed three and one-half years of English. This indicated that there might be a problem with incomplete transcripts suggesting that in many cases only seven semesters of high school study were present on the transcripts. A scan of a random sample of 100 transcripts showed that in eight out of ten cases only seven semesters of high school study were present. This had the effect of underreporting the number of years of college preparatory study that eight out of ten applicants had taken because subjects taken in the last semester were not included in the analysis. This should be kept in mind when interpreting tables generated from the data.

The Fall 1986 Eligibility Criteria.

In fall 1986, applicants were eligible for regular admission if they satisfied the eligibility index and had completed five out of the six required units of English and mathematics. If students did not satisfy the eligibility and/or had not completed five out of the six years of required college preparatory subjects they were not regularly admissible. Table 5 shows the numbers of years of each subject taken by those applicants who were regularly admissible.

Students could not be regularly admitted if they had less than three years of English or less than one year of mathematics and no students are in these categories of Table 5. A large but unknown number of the 57.1 percent who have three or three and one half years of English would have completed four years by the end of their eighth semester. Only 3.9 percent of the eligible applicants had less than two years of mathematics.

Table 5 also provides information on the extent to which the admissible applicants had completed components of the 1988 pattern. Two-thirds of the eligible applicants had completed three or more years of mathematics. Almost all of the eligible applicants had completed one or more years of U.S. history and government and one or more years of science. About three-quarters had completed two years or more of foreign language but less than one-half had completed one year of visual and performing arts.

Table 6 gives the percents completing various numbers of years of college preparatory study for those applicants who were not eligible for admission. In all subjects, the ineligible applicants completed fewer years of college preparatory study than did the eligible applicants. In Appendix E, Tables E1 through E8 give the subject counts by ethnicity for eligible and ineligible applicants.

Conditional and Unconditional Admission.

In the fall of 1986, students could be regularly admitted either

TABLE 4

1986 FIRST-TIME FRESHMEN TRANSCRIPT STUDY
NUMBER OF YEARS OF COLLEGE PREPARATORY AND NON-COLLEGE PREPARATORY SUBJECTS
ALL APPLICANTS

	COLLEGE PREP ENGLISH		COLLEGE PREP MATHEMATICS		U.S. HISTORY/ GOVERNMENT		COLLEGE PREP SCIENCE		COLLEGE PREP FOREIGN LANGUAGE		COLLEGE PREP VISUAL & PERFORMING ARTS		OTHER COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	37.4	37.4	11.9	11.9	.8	.8	2.6	2.6	3.8	3.8	3.9	3.9	7.6	7.6
3 OR 3.5 YEARS	54.9	92.3	44.7	56.6	7.3	8.1	15.4	18.1	23.5	27.3	5.3	9.2	8.5	16.2
2 OR 2.5 YEARS	5.6	97.9	30.4	87.0	25.5	33.6	40.3	58.4	44.0	71.3	8.4	17.7	22.7	38.9
1 OR 1.5 YEARS	1.4	99.3	9.9	96.9	63.4	97.0	32.9	91.3	18.8	90.1	22.4	40.0	38.0	76.9
0 OR 0.5 YEARS	.7	100.0	3.1	100.0	3.0	100.0	8.7	100.0	9.9	100.0	60.0	100.0	23.1	100.0

	NON COLL PREP ENGLISH		NON COLL PREP MATHEMATICS		NON COLL PREP SCIENCE		NON COLL PREP FOREIGN LANGUAGE		NON COLL PREP VISUAL & PERFORMING ARTS		OTHER NON COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	.8	.8	.2	.2	.1	.1	.1	.1	.3	.3	25.5	25.5
3 OR 3.5 YEARS	1.2	2.0	1.4	1.5	.3	.4	.1	.2	.9	1.1	18.3	43.8
2 OR 2.5 YEARS	2.7	4.7	6.8	8.3	2.3	2.6	.7	.9	2.6	3.8	20.1	63.9
1 OR 1.5 YEARS	7.4	12.1	21.0	29.4	20.4	23.0	5.1	6.0	8.0	11.8	16.1	80.0
0 OR 0.5 YEARS	87.9	100.0	70.6	100.0	77.0	100.0	94.0	100.0	88.2	100.0	20.0	100.0

SAMPLE SIZE 5073 POPULATION SIZE 45830

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TABLE 5

1986 FIRST-TIME FRESHMEN TRANSCRIPT STUDY
NUMBER OF YEARS OF COLLEGE PREPARATORY AND NON-COLLEGE PREPARATORY SUBJECTS
ALL ELIGIBLE APPLICANTS

	COLLEGE PREP ENGLISH		COLLEGE PREP MATHEMATICS		U.S. HISTORY/ GOVERNMENT		COLLEGE PREP SCIENCE		COLLEGE PREP FOREIGN LANGUAGE		COLLEGE PREP VISUAL & PERFORMING ARTS		OTHER COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	42.9	42.9	14.5	14.5	.9	.9	3.2	3.2	4.5	4.5	4.1	4.1	7.6	7.6
3 OR 3.5 YEARS	57.1	100.0	52.6	67.1	7.5	8.4	18.3	21.5	27.2	31.8	5.8	10.0	8.7	16.3
2 OR 2.5 YEARS	0.0	100.0	28.9	96.1	25.1	33.5	44.0	65.5	46.8	78.5	8.4	18.4	24.0	40.3
1 OR 1.5 YEARS	0.0	100.0	3.9	100.0	64.2	97.8	29.2	94.7	15.1	93.6	22.1	40.5	39.2	79.4
0 OR 0.5 YEARS	0.0	100.0	0.0	100.0	2.2	100.0	5.3	100.0	6.4	100.0	59.5	100.0	20.6	100.0

	NON COLL PREP ENGLISH		NON COLL PREP MATHEMATICS		NON COLL PREP SCIENCE		NON COLL PREP FOREIGN LANGUAGE		NON COLL PREP VISUAL & PERFORMING ARTS		OTHER NON COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	.2	.2	.0	.0	.0	.0	.0	.0	.3	.3	23.6	23.6
3 OR 3.5 YEARS	.5	.6	.3	.3	.2	.2	.1	.1	1.0	1.3	18.1	41.7
2 OR 2.5 YEARS	1.2	1.8	3.1	3.4	1.3	1.5	.6	.7	2.7	3.9	21.1	62.8
1 OR 1.5 YEARS	4.0	5.8	16.8	20.2	18.2	19.7	3.2	3.9	7.7	11.6	16.7	79.5
0 OR 0.5 YEARS	94.2	100.0	79.8	100.0	80.3	100.0	96.1	100.0	88.4	100.0	20.5	100.0

SAMPLE SIZE 2848 POPULATION SIZE 34935

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TABLE 6

1986 FIRST-TIME FRESHMEN TRANSCRIPT STUDY
NUMBER OF YEARS OF COLLEGE PREPARATORY AND NON-COLLEGE PREPARATORY SUBJECTS
ALL INELIGIBLE APPLICANTS

	COLLEGE PREP ENGLISH		COLLEGE PREP MATHEMATICS		U.S. HISTORY/ GOVERNMENT		COLLEGE PREP SCIENCE		COLLEGE PREP FOREIGN LANGUAGE		COLLEGE PREP VISUAL & PERFORMING ARTS		OTHER COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	20.0	20.0	3.6	3.6	.6	.6	.8	.8	1.5	1.5	3.1	3.1	7.8	7.8
3 OR 3.5 YEARS	47.7	67.7	19.2	22.9	6.5	7.1	6.4	7.1	11.5	13.0	3.7	6.8	7.9	15.8
2 OR 2.5 YEARS	23.6	91.4	35.1	58.0	26.9	34.0	28.5	35.6	35.1	48.1	8.5	15.3	18.7	34.5
1 OR 1.5 YEARS	5.7	97.1	29.1	87.1	60.6	94.5	44.9	80.5	30.8	78.9	23.1	38.4	34.3	68.8
0 OR 0.5 YEARS	2.9	100.0	12.9	100.0	5.5	100.0	19.5	100.0	21.1	100.0	61.6	100.0	31.2	100.0

	NON COLL PREP ENGLISH		NON COLL PREP MATHEMATICS		NON COLL PREP SCIENCE		NON COLL PREP FOREIGN LANGUAGE		NON COLL PREP VISUAL & PERFORMING ARTS		OTHER NON COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	3.0	3.0	.7	.7	.3	.3	.2	.2	.3	.3	31.5	31.5
3 OR 3.5 YEARS	3.4	6.5	4.8	5.5	.5	.8	.0	.3	.5	.8	19.0	50.5
2 OR 2.5 YEARS	7.4	13.9	18.5	24.0	5.3	6.1	1.1	1.3	2.6	3.4	17.0	67.6
1 OR 1.5 YEARS	18.3	32.2	34.6	58.6	27.7	33.8	11.3	12.6	8.9	12.2	14.0	81.6
0 OR 0.5 YEARS	67.8	100.0	41.4	100.0	66.2	100.0	87.4	100.0	87.8	100.0	18.4	100.0

SAMPLE SIZE 2225 POPULATION SIZE 10895

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conditionally or unconditionally. Students were unconditionally eligible for regular admission if they satisfied the eligibility index and had completed four years of English and two years of mathematics. They were conditionally eligible for regular admission if they satisfied the eligibility index and were missing no more than one year of the 4/2 requirement. Applicants who were regularly eligible for admission in the fall of 1986 were admitted unconditionally if they had completed four years of English and two years of mathematics, which was the subject requirement. If they were missing no more than one year out of the total six year requirement, they were regularly admissible on the condition that they make up the missing subjects early in their undergraduate program. Table 7 shows the percents who were unconditionally and conditionally admissible with the conditional admittees categorized by condition. Of all eligible applicants, 41.0 percent were admissible without condition and 59.0 percent were admissible with condition. There was little difference in the percent of eligible Asian, Hispanic and white applicants who were unconditionally admissible, but blacks at 35.4 percent were lower than the other ethnic groups. In each ethnic group, about half the eligible applicants were missing English only.

TABLE 7

PERCENTS OF REGULARLY ADMISSIBLE 1986 APPLICANTS WHO WERE UNCONDITIONALLY AND CONDITIONALLY ADMITTED WITH CONDITIONAL ADMITS CLASSIFIED BY CONDITION OF ADMISSION.

	All Applicants	Asian	Black	Hispanic	White
Unconditional	41.0	42.8	35.4	41.2	40.8
Total Conditional	59.0	57.2	64.6	58.8	59.2
Missing Math Only	1.9	0.8	4.3	2.2	2.0
Missing English Only	55.1	55.0	56.6	54.1	55.2
Missing Both English & Math	2.0	1.4	3.7	2.5	2.1

In Table 7, most of the conditional applicants were missing English only and this number is exaggerated by the missing last semester in some of the high school transcripts. To compensate for this effect, Table 8 shows the percents who were unconditionally and conditionally eligible when those applicants who had seven semesters of English were treated as if they had eight. The percents of all eligible applicants who were unconditionally admissible rose to 84.3 percent. The largest conditional category was still "Missing English Only." the percents in this category range from 15.1 percent for Asians to 10.7 percent for whites. Blacks had the highest number missing mathematics only at 8.0 percent while Asians had the lowest at 2.2 percent. No applicants were missing both English and mathematics. Table 8A shows the same percents as

Table 8 for the 1985 applicants. A comparison of Table 8 and Table 8A shows a small improvement in all the percents who were admitted unconditionally. However, all of the differences are small and none are statistically significant.

TABLE 8

PERCENTS OF THOSE REGULARLY ADMISSIBLE 1986 APPLICANTS WHO WERE UNCONDITIONALLY AND CONDITIONALLY ADMITTED WITH CONDITIONAL ADMITS CLASSIFIED BY CONDITION OF ADMISSION AFTER THOSE WITH SEVEN UNITS OF ENGLISH WERE GIVEN EIGHT UNITS.

	All Applicants	Asian	Black	Hispanic	White
Unconditional	84.3	82.7	79.7	81.9	85.3
Total Conditional	15.7	17.3	20.3	18.1	14.7
Missing Math Only	3.9	2.2	8.0	4.7	4.1
Missing English Only	11.8	15.1	12.3	13.4	10.7
Missing Both English & Math	0.0	0.0	0.0	0.0	0.0

TABLE 8A

PERCENTS OF THOSE REGULARLY ADMISSIBLE 1985 APPLICANTS WHO WERE UNCONDITIONALLY AND CONDITIONALLY ADMITTED WITH CONDITIONAL ADMITS CLASSIFIED BY CONDITION OF ADMISSION AFTER THOSE WITH SEVEN UNITS OF ENGLISH WERE GIVEN EIGHT UNITS.

	All Applicants	Asian	Black	Hispanic	White
Unconditional	83.1	80.0	77.7	80.0	84.4
Total Conditional	16.9	20.0	23.3	20.0	15.6
Missing Math Only	2.2	1.2	9.8	3.1	1.9
Missing English Only	14.7	18.8	12.5	16.9	13.6
Missing Both English & Math	0.0	0.0	0.0	0.0	0.0

The Fall 1986 Eligibility Criteria.

To be regularly eligible in the fall of 1988, applicants will have to have completed ten of the fifteen years of the comprehensive pattern and also have completed six out of the total of seven years of English and mathematics. Table 9 shows the cumulative percents of the eligible applicants who had completed various numbers of years of the comprehensive pattern. Overall, 98.8 percent had completed ten or more years of the pattern and there is very little variation between the four ethnic groups. However, not all of these applicants had completed six out of the seven years of English and mathematics. The 1986 requirement for regular admission was five out of six. Table 10 shows the percents of eligible applicants categorized by the 1988 phased-in subject requirements. Table 11 shows the same results for 1985 applicants who were eligible by the 1986 criteria. In both Table 10 and Table 10A, those students

TABLE 9

NUMBER OF YEARS OF THE 1988 COMPREHENSIVE PATTERN OF COLLEGE PREPARATORY SUBJECTS SATISFIED BY 1986 APPLICANTS WHO MET THE 1986 ELIGIBILITY CRITERIA.

Number of Years of coll prep study	All Applicants	Asian	Black	Hispanic	White
15	8.8	8.6	6.8	7.1	9.2
14	44.6	49.6	37.2	42.8	44.1
13	79.0	83.4	73.3	76.7	78.2
12	91.1	93.3	91.9	89.2	90.5
11	96.6	98.4	97.0	95.6	95.9
10	98.8	99.7	98.8	98.7	98.5
9	99.7	99.8	99.8	99.7	99.5
8	99.9	100.0	100.0	99.8	99.9
7	100.0	100.0	100.0	100.0	100.0

TABLE 10

ELIGIBLE 1986 APPLICANTS CATEGORIZED BY THE PROPOSED 1988 PHASE-IN SUBJECT REQUIREMENTS.

	All Applicants	Asian	Black	Hispanic	White
Less Than 10 Years of Pattern	1.2	0.3	1.2	1.3	1.5
10 or More Years of Pattern - Less Than 6 out of 7	7.9	5.5	12.3	9.0	8.1
10 of More Years of Pattern - At Least 6 out of 7	90.9	94.2	86.5	89.7	90.4

who had seven semesters of English were considered to have completed eight to compensate for the missing last semester in the high school transcripts. In both 1986 and 1985 almost all of the eligible applicants had at least ten of the fifteen years in the pattern. The percents of those with ten or more years of the pattern and six out of seven years of English and mathematics rose for all ethnic groups except whites. However, only the difference for blacks was statistically significant and the changes for Hispanics and whites in particular were no more than would be expected from sampling error. Also the overall decrease in the percent having six out of the seven years is not statistically significant and is largely determined by the decrease for whites because they are the largest group. Thus for minority applicants, the change is in the desired direction but is statistically significant only for blacks.

TABLE 10A

1985 APPLICANTS ELIGIBLE BY 1986 CRITERIA CATEGORIZED BY THE PROPOSED 1988 PHASE-IN SUBJECT REQUIREMENTS.

	All Applicants	Asian	Black	Hispanic	White
Less Than 10 Years of Pattern	1.1	2.6	2.9	1.7	0.7
10 or More Years of Pattern - Less Than 6 out of 7	7.0	5.9	15.0	9.1	6.7
10 of More Years of Pattern - At Least 6 out of 7	91.8	91.5	82.1	89.2	92.5

TABLE 11

NUMBER OF YEARS OF THE 1988 COMPREHENSIVE PATTERN OF COLLEGE PREPARATORY SUBJECTS SATISFIED BY FALL 1986 APPLICANTS WHO SATISFIED THE ELIGIBILITY INDEX BUT NOT NECESSARILY THE 1986 SUBJECT REQUIREMENT

Number of years of coll prep study	All Applicants	Asian	Black	Hispanic	White
15	8.4	7.8	5.7	6.4	8.9
14	42.4	45.0	31.4	39.0	42.9
13	75.3	75.8	63.0	70.0	76.3
12	87.9	86.4	83.3	83.1	88.8
11	94.2	92.8	91.6	91.2	94.8
10	97.4	95.9	95.3	96.1	97.8
9.	98.8	97.7	97.7	97.9	99.1
8.	99.4	98.8	98.8	98.5	99.6
7	99.7	99.5	99.1	99.4	99.8
6	99.8	99.7	99.1	99.8	99.9

The Master Plan requires that the CSU select its first-time freshmen from the top one-third of the California public high school graduating population. The CSU uses the eligibility index to define the top one-third. Following the 1983 CPEC Eligibility Study, the CSU recalibrated the eligibility index to cutoff more precisely one-third of the high school graduating class. This recalibrated eligibility index was first implemented in the fall of 1985. Table 11 gives the cumulative percents of those 1986 applicants who satisfied the eligibility index, but not necessarily the 5/6 subject requirement who had completed various numbers of years of the fifteen year pattern. Table 11A gives the same percents for the 1985 applicants.

TABLE 11A

NUMBER OF YEARS OF THE 1988 COMPREHENSIVE PATTERN OF COLLEGE PREPARATORY SUBJECTS SATISFIED BY FALL 1985 APPLICANTS WHO SATISFIED THE ELIGIBILITY INDEX BUT NOT NECESSARILY THE 1986 SUBJECT REQUIREMENT

Number of years of coll prep study	All Applicants	Asian	Black	Hispanic	White
15	8.4	6.3	6.4	4.5	9.9
14	39.5	39.3	32.1	33.8	40.5
13	74.7	69.4	64.7	68.4	76.8
12	88.3	81.3	83.6	83.0	90.4
11	94.2	87.9	91.1	90.5	96.2
10	96.7	91.0	94.5	94.4	98.5
9.	98.1	95.3	96.4	96.1	99.2
8.	98.6	96.9	97.6	97.8	99.2
7	99.4	98.5	97.6	98.5	99.8
6	99.7	99.5	99.2	99.2	99.9

TABLE 12

1986 APPLICANTS WHO SATISFIED THE ELIGIBILITY INDEX BUT NOT NECESSARILY THE 1986 SUBJECT REQUIREMENTS CATEGORIZED BY THE PROPOSED 1988 PHASED-IN SUBJECT REQUIREMENTS.

	All Applicants	Asian	Black	Hispanic	White
Less Than 10 Years of Pattern	2.6	4.1	4.7	3.9	2.2
10 or More Years of Pattern - Less Than 6 out of 7	11.0	10.6	22.4	14.4	9.8
10 of More Years of Pattern - At Least 6 out of 7	86.4	85.3	72.9	81.8	88.0

Comparing the percents who had completed ten or more years of the pattern in Tables 11 and 11A, there was a slight overall increase and all ethnic groups except whites improved. However, neither the overall change nor the changes for blacks, Hispanics or whites were statistically significant. Only the change for Asians from 91.0 percent in 1985 to 95.9 percent in 1986 was statistically significant.

TABLE 12A

1985 APPLICANTS WHO SATISFIED THE ELIGIBILITY INDEX BUT NOT NECESSARILY THE 1986 SUBJECT REQUIREMENTS CATEGORIZED BY THE PROPOSED 1988 PHASE-IN SUBJECT REQUIREMENTS.

	All Applicants	Asian	Black	Hispanic	White
Less Than 10 Years of Pattern	3.3	9.0	5.5	5.6	1.5
10 or More Years of Pattern - Less Than 6 out of 7	10.9	14.0	23.7	13.3	9.4
10 of More Years of Pattern - At Least 6 out of 7	85.8	77.1	70.7	81.2	89.1

Tables 12 and 12A show data for those 1986 and 1985 applicants who were in the top one-third but had not necessarily satisfied the 1986 subject requirements. The percents are shown for those who did not have ten out of the fifteen units in the 1988 pattern, those who had at least ten out of the fifteen units, but did not have six out of the seven years of English and mathematics and those who had both. There was a slight improvement in the number satisfying both requirements for all of the groups except whites. However, only the change from 77.1 percent to 85.3 percent for Asians was statistically significant. The overall change from 85.8 to 86.4 was also not statistically significant.

Conclusion.

This paper reported analyses of the transcripts of fall 1986 first-time freshman applicants to the CSU and was a replication of a similar study of fall 1985 applicants. It is part of the CSU's Monitoring Plan whose role is to monitor changes in the academic high school programs taken by prospective CSU students that have and will result from the various pressures for more rigorous high school programs.

The data for the study comprised analyses of 5,073 transcripts of a stratified random sample of fall 1986 first-time freshman applicants. The

analyses performed concentrated on the high school subjects taken by those applicants who were eligible for regular admission. These analyses tended to underestimate the number of subjects taken to and unknown extent because about eight out of ten transcripts were missing the last semester of high school study.

Almost all of the eligible applicants had competed one year of U.S. history and one year of laboratory science. About three quarters had completed two years of foreign language and about two thirds had completed three or more years of mathematics. Because of the missing last semester, it was not possible to accurately estimate how many students had completed four years of English, but 84.6 percent had completed 7 or more semesters. Only 40.5 percent of the eligible applicants had completed one year of visual and performing arts.

Once an allowance was made for the missing last semester of English, over eighty percent of the eligible applicants were found to be unconditionally admissible. Most of those who were admitted conditionally were missing study in English.

Almost all of the eligible applicants had completed ten or more years of the 1988 comprehensive pattern. However, not all of these had met the six out of seven requirement in English and mathematics. Overall, about eight percent of the eligible applicants had completed ten or more years of the subject pattern but had not completed six out of the seven years of the English and mathematics requirements.

When the 1986 applicants were compared with the 1985 applicants, most of the differences were small and not statistically significant. All of the statistically significant differences that were found were cases in which minority applicants showed an improvement in the number of college preparatory subjects taken.

References.

High school preparation and college achievement, Division of Institutional Research, Office of the Chancellor, CSU, 1981.

Implications of the 1985 CPEC eligibility study and the CSU's subject requirements for the CSU's eligibility criteria, Division of Analytical Studies, Office of the Chancellor, CSU, June 1985.

The fall 1985 first-time freshman transcript study report, Division of Analytic Studies, Office of the Chancellor, CSU, January 1986.

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802
(213) 590- 5607

Appendix A

Code: AS 86-27

Date: August 25, 1986

REPLY REQUESTED BY:
September 15, 1986

To: Presidents

From: William E. Vandament
Provost and Vice Chancellor
Academic Affairs

Subject: ERSA: Fall 1986 Applicants

With AS 84-21, Applications and Admission Report (ERSA), we initiated an effort to collect more data on applications and admissions. ERSA has provided valuable data on characteristics of CSU applicants and made it possible to delete several reports on applications and redirection.

We now need to study further the probable impact on our current first-time freshmen applicants resulting from current and proposed course pattern requirements. We are therefore asking each campus to submit an ERSA file for all Fall 1986 applicants with processing reflecting the status as of September 1, 1986. Please make every effort possible to have the file as up-to-date as possible, giving special attention to the following data elements for first-time freshmen:

Admission Basis Code
Admission Status
Birth Date
College Preparatory English
College Preparatory Mathematics
Ethnic Code
High School Grade Point Average
Institution Origin Code
Test Scores (ACT or SAT)

So that we may meet a deadline for a February 1987 report to the California Postsecondary Education Commission, we are asking that you permit the file to our account WERSAMW no later than September 15, 1986. If you anticipate any problems in meeting this deadline, please call Dr. Ralph Bigelow, Director, Analytic Studies at (ATSS) 635-5607.

Distribution:

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THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802

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Appendix B

Code: ESSIR 86-33

Response requested by October 20, 1986

Date: October 1, 1986

To: Presidents

From: William E. Vandament
Provost and Vice Chancellor
Academic Affairs

Subject: Transcripts for Fall 1986 First-Time Freshman Applicants

We have authorized a study of the transcripts of a sample of first-time freshman applicants, fall 1986, as part of a series of studies relating to changes in undergraduate admission requirements. The purposes of the study are to further our understanding of the extent to which current freshman applicants complete college preparatory courses in secondary school and to respond to the 1986 Budget Act, which requires a special report to the California Postsecondary Education Commission.

The Division of Analytic Studies has drawn a stratified random sample of applicants from the public high schools in California. Identification of those in the sample was made by analysis of ERSA files, for freshmen, that the campuses submitted in response to AS 86-27. The total number in the sample, for all campuses, is approximately 5,400, which will give us sufficient numbers to draw inferences for subgroups of the sample with sufficient confidence that the results will be representative of the total freshman applicant population from the public high schools in California.

We now request the participation of your admissions and records office in providing copies of the high school transcripts for the applicants from your campus selected for the sample. Attached is a list of applicants so selected and a set of labels for the same individuals, with instructions for providing the transcripts.

Attachments

Distribution:

ATTENTION: DEANS/DIRECTORS, ADMISSIONS AND RECORDS
DIRECTORS OF INSTITUTIONAL RESEARCH
Vice Presidents, Academic Affairs
Vice Presidents/Deans, Student Affairs
Admission Officers
Relations with Schools Officers
Legislative Analyst
Chancellor's Office Staff

ATTACHMENT

Fall 1986 First-Time Freshman Transcript Study ESSIR 86-33
Instructions for Submitting Transcripts OCTOBER 1, 1986

1. Using the list of applicants selected for the sample as a control, locate the admission file for each person listed.*

2. Photocopy the complete high school transcript. Ensure that the toner supply in the photocopier is fresh, that the glass is clean, and that machine controls are set to give a clear, legible image of each record copied. Staple the pages of each record that is of more than one page.

3. Affix the label for each applicant to the first page of the copy of that applicant's transcript. Use care that the label, when affixed, does not cover any part of the course record or test score results.

4. Batch all transcripts for those in the sample; use the list to double check that all records are present.

5. Send the batch of transcripts with the control list, on or before October 20, 1986 to:

Educational Support Services
Attn: Ms. Vivian Franco
The California State University
400 Golden Shore
Long Beach, California 90802

We thank you for your cooperation and assistance in this endeavor. Refer questions about this effort to either Terrence Dunn or Ralph Bigelow (ATSS 635-5607)

*Two copies of the list are provided: one in alphabetic order by student name; the other, in student ID order.

Evaluating Transcripts
for the
Fall 1986 First-time Freshman Transcript Study

Appendix C

*** GUIDELINES ***

The purpose of the Fall 1986 First-time Freshman Transcript Study is to identify the number of semesters of study that CSU fall 1986 applicants for freshman admission have completed that are applicable to the comprehensive pattern of college preparatory subjects that becomes effective fall 1988. CSU evaluators have direct experience in identifying college preparatory study in English and mathematics using the rules and recommendations published in the Evaluations Handbook: 1984-85.

For the subject requirements in English, mathematics (including the third year), US history and government, laboratory science, foreign language, and electives, CSU evaluators will use the secondary school courses listed on "Courses to Meet Requirements for Admission to the University of California."

For the CSU requirement in visual and performing arts, secondary school courses published in UC lists will of course be applicable. But in addition, CSU will use courses not on UC lists to apply towards the one-year subject requirement in visual and performing arts. For purposes of this study, evaluators should refer to the September 1986 issue of CSU School and College Review for guidelines.

In addition, the following types of courses will be considered college preparatory: Advanced Placement courses (CEEB), Honors courses (see Evaluations Handbook, pages 5-6), and any course with the symbol "P" as part of the entry.

CSU also includes study in agriculture as part of the electives requirement. For purposes of this fall 1986 study, any secondary school course in agriculture may apply.

RB: October 1986
guide86

Appendix D

FALL 1986 FIRST-TIME FRESHMAN TRANSCRIPT STUDY

TRANSCRIPT EVALUATORS CODE SHEET

CC	SID	ELIG	GPA	SAT	ACT	ENG CP	ENG NCP	MATH CP	MATH NCP	HIST./ GOV.	SCI CP	SCI NCP	FL CP	FL NCP	VPA CP	VPA NCP	OTHER CP	OTHER NCP

TABLE E1

1986 FIRST-TIME FRESHMEN TRANSCRIPT STUDY
NUMBER OF YEARS OF COLLEGE PREPARATORY AND NON-COLLEGE PREPARATORY SUBJECTS
ELIGIBLE ASIAN APPLICANTS

	COLLEGE PREP ENGLISH		COLLEGE PREP MATHEMATICS		U.S. HISTORY/ GOVERNMENT		COLLEGE PREP SCIENCE		COLLEGE PREP FOREIGN LANGUAGE		COLLEGE PREP VISUAL & PERFORMING ARTS		OTHER COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	43.6	43.6	26.5	26.5	1.0	1.0	4.8	4.8	5.2	5.2	1.7	1.7	6.0	6.0
3 OR 3.5 YEARS	56.4	100.0	52.8	79.2	8.9	9.8	25.2	30.0	27.6	32.8	3.8	5.5	8.4	14.4
2 OR 2.5 YEARS	0.0	100.0	18.5	97.8	34.2	44.1	50.4	80.3	45.5	78.3	7.6	13.2	24.6	39.0
1 OR 1.5 YEARS	0.0	100.0	2.2	100.0	54.4	98.4	16.8	97.1	16.0	94.3	21.7	34.9	40.9	79.9
0 OR 0.5 YEARS	0.0	100.0	0.0	100.0	1.6	100.0	2.9	100.0	5.7	100.0	65.1	100.0	20.1	100.0

	NON COLL PREP ENGLISH		NON COLL PREP MATHEMATICS		NON COLL PREP SCIENCE		NON COLL PREP FOREIGN LANGUAGE		NON COLL PREP VISUAL & PERFORMING ARTS		OTHER NON COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	21.4	21.4
3 OR 3.5 YEARS	1.7	2.7	.6	.6	.5	.5	.2	.2	.3	.3	16.0	37.4
2 OR 2.5 YEARS	5.1	7.8	2.5	3.2	.8	1.3	.3	.5	1.6	1.9	22.0	59.4
1 OR 1.5 YEARS	9.7	17.4	17.3	20.4	15.4	16.6	1.6	2.1	5.2	7.1	18.5	78.0
0 OR 0.5 YEARS	82.6	100.0	79.6	100.0	83.4	100.0	97.9	100.0	92.9	100.0	22.0	100.0

SAMPLE SIZE 631 POPULATION SIZE 5415

TCSU - ANALYTICAL STUDIES
JANUARY 1987

TABLE E2

1986 FIRST-TIME FRESHMEN TRANSCRIPT STUDY
NUMBER OF YEARS OF COLLEGE PREPARATORY AND NON-COLLEGE PREPARATORY SUBJECTS
ELIGIBLE BLACK APPLICANTS

	COLLEGE PREP ENGLISH		COLLEGE PREP MATHEMATICS		U.S. HISTORY/ GOVERNMENT		COLLEGE PREP SCIENCE		COLLEGE PREP FOREIGN LANGUAGE		COLLEGE PREP VISUAL & PERFORMING ARTS		OTHER COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	39.7	39.7	13.0	13.0	1.3	1.3	1.2	1.2	3.8	3.8	2.7	2.7	7.8	7.8
3 OR 3.5 YEARS	60.3	100.0	45.5	58.5	8.8	10.1	16.4	17.6	22.3	26.1	4.8	7.5	9.0	16.8
2 OR 2.5 YEARS	0.0	100.0	33.6	92.0	32.6	42.7	49.2	66.8	49.5	75.6	9.8	17.3	21.6	38.4
1 OR 1.5 YEARS	0.0	100.0	8.0	100.0	56.0	98.7	30.2	97.0	19.8	95.3	20.4	37.7	36.4	74.8
0 OR 0.5 YEARS	0.0	100.0	0.0	100.0	1.3	100.0	3.0	100.0	4.7	100.0	62.3	100.0	25.2	100.0

	NON COLL PREP ENGLISH		NON COLL PREP MATHEMATICS		NON COLL PREP SCIENCE		NON COLL PREP FOREIGN LANGUAGE		NON COLL PREP VISUAL & PERFORMING ARTS		OTHER NON COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	1.0	1.0	.5	.5	.2	.2	0.0	0.0	.3	.3	28.2	28.2
3 OR 3.5 YEARS	1.4	2.4	.5	1.0	.2	.3	.2	.2	.2	.5	15.1	43.4
2 OR 2.5 YEARS	2.7	5.1	5.3	6.3	.8	1.2	.3	.5	1.3	1.8	22.9	66.3
1 OR 1.5 YEARS	9.0	14.1	23.6	29.9	18.3	19.4	1.8	2.3	6.3	8.1	16.1	82.4
0 OR 0.5 YEARS	85.9	100.0	70.1	100.0	80.6	100.0	97.7	100.0	91.9	100.0	17.6	100.0

SAMPLE SIZE 602 POPULATION SIZE 1002

TCSU - ANALYTICAL STUDIES
JANUARY 1987

TABLE E3

1986 FIRST-TIME FRESHMEN TRANSCRIPT STUDY
NUMBER OF YEARS OF COLLEGE PREPARATORY AND NON-COLLEGE PREPARATORY SUBJECTS
ELIGIBLE HISPANIC APPLICANTS

	COLLEGE PREP ENGLISH		COLLEGE PREP MATHEMATICS		U.S. HISTORY/ GOVERNMENT		COLLEGE PREP SCIENCE		COLLEGE PREP FOREIGN LANGUAGE		COLLEGE PREP VISUAL & PERFORMING ARTS		OTHER COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	43.4	43.4	15.1	15.1	.8	.8	2.0	2.0	5.3	5.3	3.1	3.1	11.2	11.2
3 OR 3.5 YEARS	56.6	100.0	52.2	67.3	6.9	7.7	18.7	20.8	25.6	31.0	5.0	8.2	7.5	18.7
2 OR 2.5 YEARS	0.0	100.0	28.0	95.3	30.5	38.2	44.8	65.6	48.6	79.6	6.3	14.5	21.1	39.8
1 OR 1.5 YEARS	0.0	100.0	4.7	100.0	59.4	97.6	30.0	95.6	15.1	94.7	20.1	34.6	37.4	77.2
0 OR 0.5 YEARS	0.0	100.0	0.0	100.0	2.4	100.0	4.4	100.0	5.3	100.0	65.4	100.0	22.8	100.0

	NON COLL PREP ENGLISH		NON COLL PREP MATHEMATICS		NON COLL PREP SCIENCE		NON COLL PREP FOREIGN LANGUAGE		NON COLL PREP VISUAL & PERFORMING ARTS		OTHER NON COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	.5	.5	28.9	28.9
3 OR 3.5 YEARS	.5	.5	.6	.6	.5	.5	0.0	0.0	.8	1.3	17.3	46.2
2 OR 2.5 YEARS	.5	.9	2.8	3.5	1.4	1.9	0.5	0.5	1.1	2.4	19.0	65.3
1 OR 1.5 YEARS	3.6	4.6	23.1	26.6	19.8	21.7	6.0	6.5	10.4	12.7	11.6	76.9
0 OR 0.5 YEARS	95.4	100.0	73.4	100.0	78.3	100.0	93.5	100.0	87.3	100.0	23.1	100.0

SAMPLE SIZE 636 POPULATION SIZE 2935

TCSU - ANALYTICAL STUDIES
JANUARY 1987

TABLE E4

1986 FIRST-TIME FRESHMEN TRANSCRIPT STUDY
NUMBER OF YEARS OF COLLEGE PREPARATORY AND NON-COLLEGE PREPARATORY SUBJECTS
ELIGIBLE WHITE APPLICANTS

	COLLEGE PREP ENGLISH		COLLEGE PREP MATHEMATICS		U.S. HISTORY/ GOVERNMENT		COLLEGE PREP SCIENCE		COLLEGE PREP FOREIGN LANGUAGE		COLLEGE PREP VISUAL & PERFORMING ARTS		OTHER COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	42.7	42.7	11.1	11.1	.9	.9	2.9	2.9	4.1	4.1	4.8	4.8	7.4	7.4
3 OR 3.5 YEARS	57.3	100.0	52.9	64.1	7.2	8.1	16.1	18.9	27.7	31.7	6.5	11.3	9.2	16.5
2 OR 2.5 YEARS	0.0	100.0	31.9	95.9	21.4	29.5	42.3	61.2	46.8	78.5	8.7	20.0	24.2	40.8
1 OR 1.5 YEARS	0.0	100.0	4.1	100.0	68.3	97.7	32.3	93.5	14.6	93.1	23.0	43.0	39.1	79.8
0 OR 0.5 YEARS	0.0	100.0	0.0	100.0	2.3	100.0	6.5	100.0	6.9	100.0	57.0	100.0	20.2	100.0

	NON COLL PREP ENGLISH		NON COLL PREP MATHEMATICS		NON COLL PREP SCIENCE		NON COLL PREP FOREIGN LANGUAGE		NON COLL PREP VISUAL & PERFORMING ARTS		OTHER NON COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	.3	.3	23.0	23.0
3 OR 3.5 YEARS	.2	.2	.2	.2	.2	.2	.2	.2	1.2	1.5	19.1	42.1
2 OR 2.5 YEARS	.5	.6	3.3	3.5	1.5	1.7	.8	.9	3.3	4.8	20.9	63.0
1 OR 1.5 YEARS	2.7	3.3	15.6	19.1	18.5	20.2	4.1	5.0	8.3	13.1	17.0	80.0
0 OR 0.5 YEARS	96.7	100.0	80.9	100.0	79.8	100.0	95.0	100.0	86.9	100.0	20.0	100.0

SAMPLE SIZE 665 POPULATION SIZE 22637

TCSU - ANALYTICAL STUDIES
JANUARY 1987

TABLE E5

1986 FIRST-TIME FRESHMEN TRANSCRIPT STUDY
NUMBER OF YEARS OF COLLEGE PREPARATORY AND NON-COLLEGE PREPARATORY SUBJECTS
INELIGIBLE ASIAN APPLICANTS

	COLLEGE PREP ENGLISH		COLLEGE PREP MATHEMATICS		U.S. HISTORY/ GOVERNMENT		COLLEGE PREP SCIENCE		COLLEGE PREP FOREIGN LANGUAGE		COLLEGE PREP VISUAL & PERFORMING ARTS		OTHER COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	13.8	13.8	8.0	8.0	.6	.6	1.0	1.0	1.0	1.0	.6	.6	9.1	9.1
3 OR 3.5 YEARS	33.2	47.0	24.5	32.6	7.2	7.8	8.2	9.3	10.1	11.1	2.1	2.7	5.4	14.4
2 OR 2.5 YEARS	34.4	81.4	38.1	70.7	29.3	37.1	31.5	40.8	31.3	42.5	6.4	9.1	15.9	30.3
1 OR 1.5 YEARS	13.0	94.4	21.2	92.0	56.7	93.8	42.9	83.7	34.8	77.3	20.4	29.5	35.3	65.6
0 OR 0.5 YEARS	5.6	100.0	8.0	100.0	6.2	100.0	16.3	100.0	22.7	100.0	70.5	100.0	34.4	100.0

	NON COLL PREP ENGLISH		NON COLL PREP MATHEMATICS		NON COLL PREP SCIENCE		NON COLL PREP FOREIGN LANGUAGE		NON COLL PREP VISUAL & PERFORMING ARTS		OTHER NON COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	12.4	12.4	.4	.4	0.0	0.0	0.0	0.0	0.0	0.0	22.3	22.3
3 OR 3.5 YEARS	8.9	21.2	3.1	3.5	.2	.2	0.0	0.0	.2	.2	21.6	43.9
2 OR 2.5 YEARS	16.5	37.7	16.7	20.2	4.9	5.2	0.5	0.5	1.0	1.2	18.8	62.7
1 OR 1.5 YEARS	17.9	55.7	31.1	51.3	21.2	26.4	6.0	6.5	6.8	8.0	14.4	77.1
0 OR 0.5 YEARS	44.3	100.0	48.7	100.0	73.6	100.0	93.5	100.0	92.0	100.0	22.9	100.0

SAMPLE SIZE 485 POPULATION SIZE 1950

TCSU - ANALYTICAL STUDIES
JANUARY 1987

TABLE E6

1986 FIRST-TIME FRESHMEN TRANSCRIPT STUDY
NUMBER OF YEARS OF COLLEGE PREPARATORY AND NON-COLLEGE PREPARATORY SUBJECTS
INELIGIBLE BLACK APPLICANTS

	COLLEGE PREP ENGLISH		COLLEGE PREP MATHEMATICS		U.S. HISTORY/ GOVERNMENT		COLLEGE PREP SCIENCE		COLLEGE PREP FOREIGN LANGUAGE		COLLEGE PREP VISUAL & PERFORMING ARTS		OTHER COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	21.4	21.4	2.6	2.6	.6	.6	0.0	0.0	.4	.4	1.7	1.7	8.4	8.4
3 OR 3.5 YEARS	54.6	76.0	17.6	20.3	7.7	8.3	6.0	6.0	9.8	10.1	3.6	5.3	8.1	16.5
2 OR 2.5 YEARS	17.3	93.2	30.6	50.8	30.8	39.0	29.6	35.6	28.0	38.1	9.9	15.2	17.1	33.6
1 OR 1.5 YEARS	5.1	98.3	32.8	83.7	57.2	96.2	43.7	79.4	34.5	72.6	23.3	38.5	30.6	64.2
0 OR 0.5 YEARS	1.7	100.0	16.3	100.0	3.8	100.0	20.6	100.0	27.4	100.0	61.5	100.0	35.8	100.0

	NON COLL PREP ENGLISH		NON COLL PREP MATHEMATICS		NON COLL PREP SCIENCE		NON COLL PREP FOREIGN LANGUAGE		NON COLL PREP VISUAL & PERFORMING ARTS		OTHER NON COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	.4	.4	1.3	1.3	.4	.4	0.0	0.0	0.0	0.0	35.3	35.3
3 OR 3.5 YEARS	1.3	1.7	7.3	8.6	.6	.9	.2	.2	.6	.6	19.3	54.6
2 OR 2.5 YEARS	6.9	8.6	22.1	30.8	5.3	6.2	2.8	3.0	2.4	3.0	15.0	69.6
1 OR 1.5 YEARS	18.0	26.6	34.3	65.1	28.3	34.5	15.2	18.2	9.4	12.4	13.5	83.1
0 OR 0.5 YEARS	73.4	100.0	34.9	100.0	65.5	100.0	81.8	100.0	87.6	100.0	16.9	100.0

SAMPLE SIZE 533 POPULATION SIZE 1954

TCSU - ANALYTICAL STUDIES
JANUARY 1987

TABLE E7

1986 FIRST-TIME FRESHMEN TRANSCRIPT STUDY
NUMBER OF YEARS OF COLLEGE PREPARATORY AND NON-COLLEGE PREPARATORY SUBJECTS
INELIGIBLE HISPANIC APPLICANTS

	COLLEGE PREP ENGLISH		COLLEGE PREP MATHEMATICS		U.S. HISTORY/ GOVERNMENT		COLLEGE PREP SCIENCE		COLLEGE PREP FOREIGN LANGUAGE		COLLEGE PREP VISUAL & PERFORMING ARTS		OTHER COLLEGE PREP	
		CUMULATIVE		CUMULATIVE		CUMULATIVE		CUMULATIVE		CUMULATIVE		CUMULATIVE		CUMULATIVE
	18.5NT	18.5NT	3.6NT P 3.6T		.8NT P .8T		P .4T P .4T		P 2.2T P 2.2T		3.2NT	3.2NT	10.6NT	10.6ENT
	50.0	68.5	12.9	16.5	6.8	7.6	4.8	5.2	14.7	16.9	4.0	7.2	7.0	17.7
4 OR MORE YEARS	21.9	90.4	32.5	49.0	28.1	35.7	23.3	28.5	36.7	53.6	8.0	15.3	15.5	33.1
3 OR 3.5 YEARS	5.8	96.2	33.9	82.9	58.0	93.8	49.2	77.7	28.1	81.7	21.3	36.5	32.7	65.9
2 OR 2.5 YEARS	3.8	100.0	17.1	100.0	6.2	100.0	22.3	100.0	18.3	100.0	63.5	100.0	34.1	100.0
1 OR 1.5 YEARS	2.4	99.2	10.1	95.9	12.6	98.9	32.1	91.8	21.7	88.7	21.9	39.4	0.8	2.0
0 OR 0.5 YEARS	0.8	100.0	4.1	100.0	1.1	100.0	8.2	100.0	11.3	100.0	60.6	100.0	98.0	100.0

	NON COLL PREP ENGLISH		NON COLL PREP MATHEMATICS				NON COLL PREP SCIENCE		NON COLL PREP FOREIGN LANGUAGE		NON COLL PREP VISUAL & PERFORMING ARTS		OTHER NON COLLEGE PREP	
		CUMULATIVE		CUMULATIVE				CUMULATIVE		CUMULATIVE		CUMULATIVE		CUMULATIVE
	2.2NT	2.2NT	.8NT P .8T				P .4T P .4T		PERCENT	PERCENT	.2NT	.2NT	40.4NT	40.4ENT
	2.8	5.0	6.0	6.8			1.0	1.4			1.6	1.8	17.9	58.2
4 OR MORE YEARS	8.4	13.5	23.9	30.7			4.4	5.8	0.0	0.0	3.0	4.8	13.5	71.7
3 OR 3.5 YEARS	20.9	34.3	36.5	67.3			30.3	36.1	0.0	0.0	11.0	15.9	10.4	82.1
2 OR 2.5 YEARS	65.7	100.0	32.7	100.0			63.9	100.0	0.5	0.5	84.1	100.0	17.9	100.0
1 OR 1.5 YEARS	9.0	14.1	24.0	32.4	7.8	8.6	10.9	11.9	6.0	6.5	1.8	2.3	13.8	96.8
0 OR 0.5 YEARS	85.9	100.0	67.6	100.0	91.4	100.0	88.1	100.0	93.5	100.0	97.7	100.0	3.2	100.0

SAMPLE SIZE 498 POPULATION SIZE 1987

TCSU - ANALYTICAL STUDIES
JANUARY 1987

TABLE E8

1986 FIRST-TIME FRESHMEN TRANSCRIPT STUDY
NUMBER OF YEARS OF COLLEGE PREPARATORY AND NON-COLLEGE PREPARATORY SUBJECTS
INELIGIBLE WHITE APPLICANTS

	COLLEGE PREP ENGLISH		COLLEGE PREP MATHEMATICS		U.S. HISTORY/ GOVERNMENT		COLLEGE PREP SCIENCE		COLLEGE PREP FOREIGN LANGUAGE		COLLEGE PREP VISUAL & PERFORMING ARTS		OTHER COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	24.2	24.2	1.7	1.7	.6	.6	1.1	1.1	1.9	1.9	4.9	4.9	5.8	5.8
3 OR 3.5 YEARS	49.5	73.7	20.8	22.5	4.7	5.4	6.2	7.3	12.0	13.9	3.4	8.4	9.6	15.4
2 OR 2.5 YEARS	21.4	95.1	36.2	58.7	22.7	28.1	28.7	36.0	37.7	51.6	9.2	17.6	22.3	37.7
1 OR 1.5 YEARS	2.8	97.9	29.1	87.8	66.4	94.4	44.8	80.7	27.8	79.4	24.4	42.0	35.1	72.8
0 OR 0.5 YEARS	2.1	100.0	12.2	100.0	5.6	100.0	19.3	100.0	20.6	100.0	58.0	100.0	27.2	100.0

	NON COLL PREP ENGLISH		NON COLL PREP MATHEMATICS		NON COLL PREP SCIENCE		NON COLL PREP FOREIGN LANGUAGE		NON COLL PREP VISUAL & PERFORMING ARTS		OTHER NON COLLEGE PREP	
	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT	PERCENT	CUMULATIVE PERCENT
4 OR MORE YEARS	.6	.6	.2	.2	.4	.4	0.0	0.0	.6	.6	30.6	30.6
3 OR 3.5 YEARS	2.4	3.0	3.9	4.1	.4	.9	0.0	0.0	.2	.9	17.8	48.4
2 OR 2.5 YEARS	3.4	6.4	16.3	20.3	5.4	6.2	0.5	0.5	3.4	4.3	17.3	65.7
1 OR 1.5 YEARS	16.5	22.9	34.5	54.8	28.3	34.5	6.0	6.5	9.2	13.5	15.6	81.4
0 OR 0.5 YEARS	77.1	100.0	45.2	100.0	65.5	100.0	93.5	100.0	86.5	100.0	18.6	100.0

SAMPLE SIZE 467 POPULATION SIZE 3958

TCSU - ANALYTICAL STUDIES
JANUARY 1987

THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD · CHICO · DOMINGUEZ HILLS · FRESNO · FULLERTON · HAYWARD · HUMBOLDT
POMONA · SACRAMENTO · SAN BERNARDINO · SAN DIEGO · SAN FRANCISCO · SAN JOSE
LONG BEACH · LOS ANGELES · NORTHRIDGE
SAN LUIS OBISPO · SONOMA · STANISLAUS

OFFICE OF THE CHANCELLOR
(213) 590- 5545

February 23, 1987

Dr. William H. Pickens
Executive Director
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Bill:

Thank you for your response to our proposed revisions of CSU's transfer admission policies. I want to provide additional information about the three points you raise.

First, attached is a draft of the Title 5 revisions as they are now envisioned. While we may fine tune this draft further, I anticipate that what we present to the Board of Trustees in May will be close to the attached language. I am also attaching a copy of the March Trustee information item.

Second, as we did while developing our freshman admission course requirements, we have become familiar with and maintained an awareness of the University of California transfer admission course requirements. I believe CSU's transfer course requirements are as congruent with those of UC as can reasonably be expected. For example, both universities give upper division transfer students the option of fulfilling high school course deficiencies either by substituting appropriate college courses for missing high school preparatory courses on a course-by-course basis or completing basic English and mathematics course requirements. We certainly concur with the importance of striving for as much similarity as possible to reduce confusion. (Parenthetically, we will work to ensure that discussions of the "community college core" proposed by the Master Plan Review Commission attention to the removal of high school preparation difficulties.)

Third, lower division transfers granted regular admission have always been required to qualify for freshman admission, i.e., be in the upper one-third of high school graduates as determined by the CSU eligibility index. Item #5 addresses the possibility that lower division applicants may meet the upper one-third standard but not all course requirements. Thus, prospective lower division transfers will continue to be required to establish that they would have qualified for freshman admission by documenting a high school grade point average and (if high school GPA is 3.1 or below) standardized test score needed to place them in the upper one-third of high school graduates.

Your comments are deeply appreciated. Please let us know if the proposed Title 5 changes or agenda item prompt further comments.

Sincerely,

Charles W. Lindahl, Dean
Educational Support Services
and Institutional Relations

Attachment

cc: Dr. W. Ann Reynolds
Dr. William E. Vandament
Dr. John M. Smart
Dr. Ralph Bigelow
Dr. Kenneth O'Brien

transfer admission requirements and that changes the location of the 'grandfather' clause from existing regulations. Suggested amendments are incorporated to effect recognition of the comprehensive pattern of preparatory subjects. Additions are indicated by underlining; deletions, by double underscore.

BEFORE PROCEEDING TOO FAR WITH THIS, WE NEED TO DETERMINE THE BEST WAY TO PRESENT THE CHANGES SO THAT THE EFFECTIVE DATE IS CLEAR.

The following changes to Title 5 Sections 40803, 40803.1, 40804, 40804.1, and 40805 become effective for applicants to academic terms beginning after fall 1988.

40803. Applicants Who are California Residents and Who Have Completed 56 Units of College Credit.

An applicant who is a resident of California may be admitted to a campus as an undergraduate transfer, upon satisfaction of the requirements of each of the following subdivisions:

(a) The applicant has completed satisfactorily four years of college preparatory English and two years of college preparatory mathematics the comprehensive pattern of college preparatory subjects defined in Section 40753 or an alternative program determined by the Chancellor to be equivalent;

(b) The applicant has attained a grade point average of 2.0 (grade of C) or better in at least 56 semester (84 quarter) units of transferable college credit;

(c) The applicant was in good standing at the last college attended.

40803.1 Applicants Who Are Not California Residents and Who Have Completed 56 Units of College Credit.

An applicant who is not a resident of California may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of each of the following subdivisions:

(a) The applicant has completed satisfactorily four years of college preparatory English and two years of college preparatory mathematics the comprehensive pattern of college preparatory subjects defined in Section 40753 or an alternative program determined by the Chancellor to be equivalent;

(b) The applicant has completed at least 56 semester (84 quarter) units of transferable college credit and has attained a grade point average in all units of transferable college credit which places the applicant among the upper one-half of eligible California residents who are applicants for admission under Section 40803, the minimum grade point average to be determined by the Chancellor;

(c) The applicant was in good standing at the last college attended.

BEST COPY AVAILABLE

40804. Applicants Who Were Eligible for Admission as First-Time Freshmen and Who Have Completed Less Fewer Than 56 Units of College Credit.

An applicant who has completed less fewer than 56 units of college credit may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of each of the following lettered subdivisions:

(a) The applicant has completed satisfactorily four years of college preparatory English and two years of college preparatory mathematics or an alternative program determined by the Chancellor to be equivalent;

(b) (a) The applicant was eligible for admission to a campus as a first-time freshman, either

(1) on the basis of the admission requirements in effect at the time of the application, other than the provisions of Sections 40757, 40758, 40900, or 40901, and including satisfactory completion of the comprehensive pattern of college preparatory subjects as defined in Section 40753 or an alternative program determined by the Chancellor to be equivalent; or

(2) on the basis of the admission requirements in effect at the time of the applicant's graduation from high school, other than the provisions of Sections 40757, 40758, 40900, or 40901, including satisfactory completion of any specified preparatory subjects or an alternative program determined by the Chancellor to be equivalent, if the applicant has been in continuous attendance at a college since graduation;

(c) (b) The applicant has attained a grade point average of 2.0 (grade of C) or better in all transferable college units attempted;

(d) (c) The applicant was in good standing at the last college attended.

40804.1 Applicants Who Were Ineligible for Admission As First-Time Freshmen for Failure to Meet Course Requirements and Who Have Completed Less Fewer Than 56 Units of College Credit.

An applicant who has completed less fewer than 56 units of college credit and who was not eligible for admission to a campus as a first-time freshman solely because of failure to complete satisfactorily four years of college preparatory English and two years of college preparatory mathematics the comprehensive pattern of college preparatory subjects defined in Section 40753 or an alternative program determined by the Chancellor to be equivalent may be admitted to a campus as an undergraduate transfer upon satisfaction of each of the following lettered subdivisions:

(a) Except for satisfactory completion of four years of college preparatory English and two years of college preparatory mathematics the comprehensive pattern of college preparatory subjects defined in Section 40753 or an acceptable alternative program, the applicant who was eligible for admission to a campus as a first-time freshman, either

(1) on the basis of the admission requirements in effect at the time of the application, other than the provisions of Sections 40757, 40758, 40900, or 40901; or

(2) on the basis of the admission requirements in effect at the time of the applicant's graduation from high school, other than the provisions of Sections 40757, 40758, 40900, or 40901, if the applicant has been in continuous attendance at a college since graduation;

(b) Subsequent to high school graduation, the applicant has completed satisfactorily four years of college preparatory English and two years of college preparatory mathematics the comprehensive pattern of college preparatory subjects defined in Section 40753, or other applicable course requirements, or an alternative program determined by the Chancellor to be equivalent;

(c) The applicant has attained a grade point average of 2.0 (grade of C) or better in all transferable college units attempted;

(d) The applicant was in good standing at the last college attended.

40805. Applicants With Particular Majors.

An applicant not eligible under Section 40804 or 40804.1 may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of each of the following subdivisions:

(a) The applicant has completed satisfactorily four years of college preparatory English and two years of college preparatory mathematics the comprehensive pattern of college preparatory subjects defined in Section 40753 or an alternative program determined by the Chancellor to be equivalent;

(b) The degree objective is such that at least 56 semester units, or the equivalent, of appropriate course work are not offered at the college from which the applicant seeks to transfer;

(c) The applicant has completed that portion of the curricular program required by the campus for the degree objective, as is offered at the college from which the applicant seeks to transfer;

(d) The applicant has attained a grade point average of 2.0 (grade of C) or better in all transferable college work attempted;

(e) The applicant was in good standing at the last college attended.

BRIEF

Information Item

Agenda Item _
March 10-11, 1987

COMMITTEE ON EDUCATIONAL POLICY

UNDERGRADUATE TRANSFER ADMISSION POLICY: PROPOSED CHANGES IN TITLE 5 REGULATIONS

Presentation By

William E. Vandament, Provost
Vice Chancellor, Academic Affairs

John M. Smart, Deputy Provost

Dr. Donald R. Gerth, President
CSU, Sacramento, and Chair
CSU Admissions Advisory Council

Summary

When adopting the comprehensive pattern of collegiate preparatory subjects for first-time freshman applicants, the Board of Trustees indicated that it would next "review what changes may be necessary in undergraduate transfer requirements . . . with the aim of ensuring that transfer students entering the CSU have essentially the same subject matter preparation as required of first-time freshmen."

This item reports on the study and consultation on this issue and presents, as information, proposed language to modify Title 5 regulations. It is planned to submit the implementing regulations to the Board for action at the May 1987 meeting.

ITEM

COMMITTEE ON EDUCATIONAL POLICY

UNDERGRADUATE TRANSFER ADMISSION POLICY: PROPOSED CHANGES IN TITLE 5 REGULATIONS

Background

When adopting the comprehensive pattern of collegiate preparatory subjects for first-time freshman applicants, the Board of Trustees indicated that it would next "review what changes may be necessary in undergraduate transfer requirements . . . with the aim of ensuring that transfer students entering the CSU have essentially the same subject matter preparation as required of first-time freshmen."

The Chancellor in November 1985 requested the CSU Admissions Advisory Council to review the undergraduate transfer admission requirements in the light of the change in freshman admission requirements that will become effective fall 1988. The Council is chaired by Dr. Donald Gerth, president, CSU Sacramento, and is composed of CSU administrators (two presidents, two vice presidents--academic affairs and student affairs--and a director of admissions and records), five faculty members from the CSU Academic Senate, a CSSA representative, representatives of the State Department of Education and the California Community Colleges, staff from the Office of the Chancellor, and for these consultations, a California community college director of admissions and guidance.

The Admissions Advisory Council conducted extensive study and discussion on policy alternatives and submitted its report to the Chancellor in December 1986. The Office of the Chancellor next sent a memorandum (ESSIR 86-47) to the CSU presidents soliciting campus responses to the recommendation. That memorandum was also sent to the Chancellor of the California Community Colleges, the California Community College Academic Senate, and the California State Student Association. The CSU Academic Senate endorsed the revised proposal at its January 1987 meeting.

The Council's report was entitled "Policies and Principles: Transfer Admission Policies for the California State University."

Principles Underlying a Transfer Admission Policy

The Council's report recommends:

1. That transfer admission policies be consonant with CSU's role in California public higher education under the Master Plan for Higher Education by articulating its policies with the California Community Colleges' function to provide lower division instruction for transfer to four-year institutions, and with transfer policies of the University of California.

2. That transfer admission policies take cognizance of the public policy interest in orderly transfer--a "responsibility properly shared by all of California's educational institutions" (Commission for the Review of the Master Plan for Higher Education: The Challenge of Change, page 8).

3. That transfer admission policies recognize the shared responsibilities for the goals of educational equity.

Proposed Policies

The proposed implementing regulations to modify Title 5, California Administrative Code, will provide:

1. for persons eligible for entry to California State University as first-time freshmen to transfer to CSU at any time, providing they are in good standing with the required grade point average;

2. for persons from the upper one-third of high school graduates (nonresidents, upper one-sixth) but who are missing one or more of the required preparatory subjects to transfer at any time after satisfying subject deficiencies, providing they are in good standing with the required grade point average; and -

3. for any person in good standing and with the required grade point average, notwithstanding subparagraphs 1 and 2, to transfer with 56 or more transferable semester units, which include a minimum of 30 semester units of CSU general education-breadth requirements, including communication in the English language (Executive Order 338, Sec IV.A) and mathematical concepts and quantitative reasoning (E.O. 338, IV.B).

(Executive Order 338 implements the CSU general education-breadth policy stipulated in Title 5, Sections 40503, 40503.1, and 40503.2)

Effective Date

The revised undergraduate transfer admission policy, if adopted, would become effective for academic terms beginning after fall 1988. Persons enrolling in other colleges and universities fall 1988 and earlier, and maintaining continuous attendance in college since high school graduation, would be governed by policies in effect at the time they began such continuous college attendance.

The first academic term, therefore, that any person would be subject to the new transfer regulations would be winter quarter 1989, and then only for those persons who graduated from high school in 1988 and entered a college in the fall term 1988. Staff estimate that it will take at least two academic years for the majority of undergraduate transfer applicants to be

subject to the new transfer policy. The implementing regulations would include a "grandfather" provision to use prior existing transfer regulations to accommodate those who entered their curriculum prior to fall 1988 and who maintained continuous attendance.

Discussion

The proposed undergraduate transfer admission policies build upon existing policies and practices for undergraduate transfer. The new regulations represent an orderly evolution of long-standing CSU transfer policies by taking cognizance of the educational reform measures that focus on improved preparation for university studies.

The focus of the consultation processes centered on subparagraph 3 under "Proposed Policies" above. That subparagraph will require applicants with 56 or more transferable semester units to include within their transfer units a minimum of 30 semester units of CSU general education requirements, which include communication in the English language and quantitative reasoning*. Typically a minimum of 12 semester units are required to complete the communications requirement (nine units) and the mathematics requirement (three or four units). In summary, transfer applicants admitted under this provision will be required to have 56 or more transferable units, to include at least 30 units in general education, which in turn must include at least 12 prescribed units in communication in the English language and mathematics.

The transfer admission policy would therefore be directly linked to general education policies and requirements in effect since 1981. Any accredited institution of higher education may certify to CSU and its campuses the completion of general education requirements. These policies and procedures are in place and are operating effectively.

CSU plans to hold a wide range of conferences and informational meetings to explain the new transfer admission requirements, once the Trustees take action on the policy. As constituencies learn of the new policy and its associated processes, CSU does not anticipate need for special monitoring efforts as to course availability, owing to the relation of the approved alternative programs for admission to the established general education requirements.

Proposed Title 5 Language

The attachment to this item contains a draft of proposed Title 5 language for the undergraduate transfer admission requirements. Suggested amendments are incorporated to effect recognition of the comprehensive pattern of preparatory subjects. Minor technical amendments are also proposed. Additions are indicated by underscoring; deletions, by strike out.

*All of Area A and objective B4 of the general education requirements.

Approved Alternative Programs for Completing the Comprehensive Pattern of Collegiate Preparatory Subjects

Undergraduate transfer admission requirements include satisfactory completion of the comprehensive pattern of college preparatory subjects defined for first-time freshman applicants or an alternative program determined by the Chancellor to be equivalent. The "alternative program" provision applies to applicants not meeting the subject requirements in high school. Undergraduate transfer applicants missing subjects in the comprehensive pattern must complete the missing subjects before transfer by completing an approved alternative program.

The Chancellor earlier approved alternative programs for completing requirements in English and mathematics; those programs will continue. The CSU now adds supplemental alternative programs for the requirements of the comprehensive pattern of collegiate preparatory subjects.

Lower Division Applicants

Undergraduate transfer applicants with fewer than 56 semester units of transferable college credit who have not completed the subject requirements may do so in any of the following ways:

All Subjects in the Comprehensive Pattern

(1) Completing appropriate courses with a C or better in adult school or high school summer sessions.

(2) Completing appropriate courses in college with a C or better. One course of three semester (or four quarter) units will be considered equivalent to one year of high school study.

English

(1) Earning an appropriate score on the CSU English Equivalency Examination.

(2) Earning a 3, 4, or 5 on the Advanced Placement English Language and Composition or English Literature and Composition examinations.

(3) Earning a 550 or better on the CEEB Achievement Test in English Composition or Literature.

(4) Completing a baccalaureate course that meets the CSU General Education-Breadth requirement in written communication in English.

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Mathematics

(1) Completing courses with a C or better that meet the CSU General Education-Breadth requirement in mathematical concepts and quantitative reasoning. The courses must be above the level of intermediate algebra.

NOTE: The next two alternatives for mathematics need to be reexamined in the light of the three-year mathematics requirement.

(2) Earning a 3, 4, or 5 on the Advanced Placement examinations in mathematics (AB or BC).

(3) Earning an acceptable score in the College Level Examination Program examination in Introductory Calculus and Analytic Geometry.

NOTE: In the following fields, the scores on national achievement tests need to be confirmed.

U.S. History or U.S. History and Government

(1) Completing courses with a C or better that meet the CSU graduation requirements in United States history, constitution, and American ideals (Section 40404, Title 5).

(2) Earning a 3, 4, or 5 on the Advanced Placement examination in American history.

(3) Earning a "nnn" or better score on the CEEB Achievement Test in American history and social studies.

Laboratory Science

(1) Completing courses, with laboratory, with a C or better that apply to the CSU General Education-Breadth requirement in the physical universe and its life forms.

(2) Earning a 3, 4, or 5 on the Advanced Placement examination in biology, chemistry, or physics.

(3) Earning a "nnn" or better score on the CEEB Achievement Test in biology, chemistry, or physics.

Foreign Language

(1) Earning a 3, 4 or 5 on the Advanced Placement examination in French, German, Latin, or Spanish.

(2) Earning a 450 or better score on the CEEB Achievement Test in French, German, Hebrew, Latin, or Spanish. (Note: the score of 450 has been confirmed.)

Visual and Performing Arts

(2) Completing courses with a C or better that apply towards the CSU General Education-Breadth requirement in the arts.

Electives

(1) Completing courses with a C or better in the liberal arts and sciences, or that apply towards the CSU General Education-Breadth requirements, beyond those courses listed above.

(2) Earning a 3, 4 or 5 on any Advanced Placement examination not listed above.

(3) Completing courses with a C or better that apply towards the CSU General Education-Breadth requirements.

Upper Division Applicants

Undergraduate transfer applicants with 56 or more semester (84 quarter) units of transferable college credit who have not completed the subject requirements may do so in the following ways:

(1) Complete the missing subjects in ways specified for lower division applicants; or

(2) Complete a minimum of 30 semester (45 quarter) units of baccalaureate courses that may be applied towards the CSU general education-breadth requirements and that include communication in the English language and mathematics.

CSU further recognizes the public policy recommendations of the Master Plan Review Commission that could lead to a redesigned Associate Arts degree program for the California Community Colleges that would include an approved core curriculum. CSU is prepared to consider further alternative programs of preparatory study for transfer admission purposes that could include:

3. Completing a defined core curriculum; or

4. Completing a redesigned Associate of Arts degree program that includes the approved core curriculum.

RB: ugtalt;0014b
Dec. 8, 1986

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of March 1987, the Commissioners representing the general public are:

Seth P. Brunner, Sacramento
C. Thomas Dean, Long Beach, *Chairperson*
Seymour M. Farber, M.D., San Francisco
Cruz Reynoso, Los Angeles
Lowell J. Paige, El Macero
Roger C. Pettitt, Los Angeles
Sharon N. Skog, Mountain View, *Vice Chairperson*
Thomas E. Stang, Los Angeles
Stephen P. Teale, M.D., Mokelumne Hill

Representatives of the segments are:

Yori Wada, San Francisco; representing the Regents of the University of California

Claudia H. Hampton, Los Angeles; representing the Trustees of the California State University

Arthur H. Margosian, Fresno; representing the Board of Governors of the California Community Colleges

Donald A. Henricksen, San Marino; representing California's independent colleges and universities

Harry Wugalter, Thousand Oaks; representing the Council for Private Postsecondary Educational Institutions

Angie Papadakis, Palos Verdes; representing the California State Board of Education

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including Community Colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other state agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to address the Commission may be made by writing the Commission in advance or by submitting a request prior to the start of a meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, William H. Pickens, who is appointed by the Commission.

The Commission issues some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985; telephone (916) 445-7933.

COMMENTS ON THE REPORT OF THE CALIFORNIA STATE UNIVERSITY REGARDING THE POTENTIAL EFFECTS OF ITS 1988 COURSE REQUIREMENTS

California Postsecondary Education Commission Report 87-15

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 98514-3985.

Recent reports of the Commission include:

87-2 Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1975-1985. The Fourth in the Commission's Series of Biennial Reports on Equal Employment Opportunities in California's Public Colleges and Universities (February 1987)

87-3 Issues Related to Funding of Research at the University of California: A Report to the Legislature in Response to Supplemental Language in the 1985 Budget Act (February 1987)

87-4 The California State University's South Orange County Satellite Center: A Report to the Governor and Legislature in Response to a Request from the California State University for Funds to Operate an Off-Campus Center in Irvine (February 1987)

87-5 Proposed Construction of San Diego State University's North County Center: A Report to the Governor and Legislature in Response to a Request for Capital Funds from the California State University to Build a Permanent Off-Campus Center of San Diego State University in San Marcos (February 1987)

87-6 Interim Evaluation of the California Student Opportunity and Access Program (Cal-SOAP): A Report with Recommendations to the California Student Aid Commission (February 1987)

87-7 Conversations About Financial Aid: Statements and Discussion at a Commission Symposium on Major Issues and Trends in Postsecondary Student Aid (February 1987)

87-8 California Postsecondary Education Commission News, Number 2 [The second issue of the Commission's periodic newsletter] (February 1987)

87-9 Expanding Educational Equity in California's Schools and Colleges: A Review of Existing and Proposed Programs, 1986-87. A Report to the California Postsecondary Education Commission by Juan C Gonzalez and Sylvia Hurtado of the Higher Education Research Institute, UCLA, January 20, 1987 (February 1987)

87-10 Overview of the 1987-88 Governor's Budget for Postsecondary Education in California, Presented to the Senate Budget and Fiscal Review Subcommittee #1 by William H. Pickens, Executive Director, California Postsecondary Education Commission (March 1987)

87-11 The Doctorate in Education: Issues of Supply and Demand in California (87)

87-12 Student Public Service and the "Human Corps": A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 165 of the Statutes of 1986) (March 1987)

87-13 Standardized Tests Used for Higher Education Admission and Placement in California During 1986: The Second in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984) (March 1987)

87-14 Time Required to Earn the Bachelor's Degree: A Commission Review of Studies by the California State University and the University of California in Response to Senate Bill 2066 (1986) (March 1987)

87-16 Changes in California State Oversight of Private Postsecondary Education Institutions: A Staff Report to the California Postsecondary Education Commission (March 1987)

87-17 Faculty Salaries in California's Public Universities, 1987-88: The Commission's 1986 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (March 1987)

87-18 Funding Excellence in California Higher Education: A Report in Response to Assembly Concurrent Resolution 141 (1986) (March 1987)

87-19 The Class of '83 One Year Later: A Report on Follow-Up Surveys from the Commission's 1983 High School Eligibility Study (3/87)

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